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A HAND BOOK
OF
CALCUTTA

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THE RECEPTION COMMITTEE
XIII All-India Educational Conference
CALCUTTA, 1937.

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PREFACE

It has been the practice of the local Reception Committee of the All-India Education Conference to present to the delegates a hand-book of the city in which the conference is held. Following their practice the editor of the present compilation has sought to give a connected account of the rise and growth of Calcutta and to draw in broad outline a picture of the development of the Educational system in the Presidency. To give the picture a fitting background it was intended to include in the handbook a chapter on the new religious, social and political movements which originated in the city as a result of the various influences brought to bear on the people of the soil by the advent of the British rule, but for want of space the attempt had to be given up.

The usual features of a hand-book such as places of interest etc. have been dealt with in as comprehensive a way as possible, but delegates will be well advised to consult the Enquiry Committee before drawing up their sight seeing or shopping programme.

Materials for the compilation of the book have largely been drawn from the hand-book published for the twenty second session of the science congress, and the various Government reports on education, trade and industry in Bengal, 'The Early History and Growth of Calcutta' by Raja Benoy Kristo Deb, 'Bengal Past and Present,' Vol. XII, Part I and 'Calcutta, old and new,' by Sir Evans Cotton,

The editor gratefully appreciates the valuable assistance given to him by Mr. J. Lahiri, Prof. H. P. Maity, Prof. A Bose, Prof. K. K. Mookerjee, Mr. B. Chakravarty and the members of the publicity committee and takes this opportunity to acknowledge his indebtedness to them. He has also to thank the various institutions which readily responded to his request for information about them.

Calcutta
December—25, 1937. }

S. C. Dutta.

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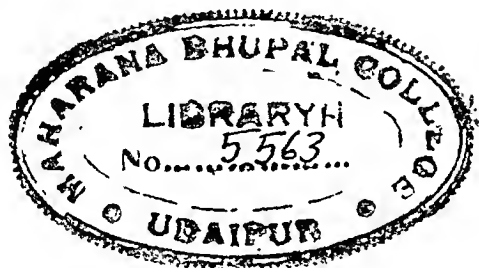
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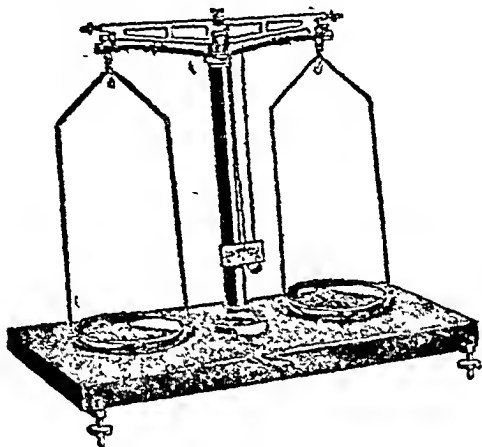
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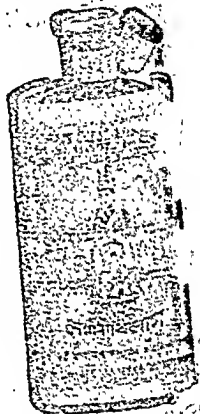
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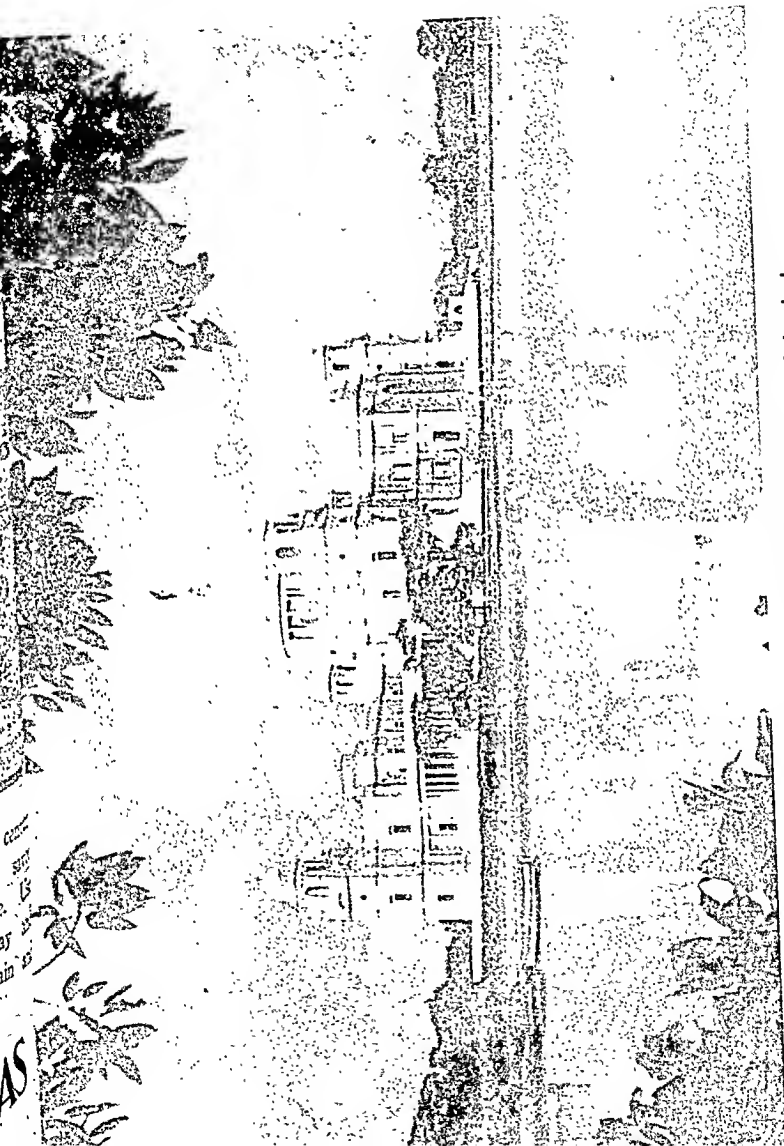
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A HAND BOOK OF CALCUTTA

CALCUTTA—ITS RISE AND GROWTH

Calcutta which came into existence only towards the end of the 17th century, grew out of three small villages, Sutanati, Govindapur and Kalikata. Of the various explanations of the etymology of the name the most probable theory is that it has been derived from the word Kaliksetra (Kalikheta—Kaliketta—Kalikata). The name is mentioned as Kalikatta for the first time by Mukundarama in his Chandikavya. In Ain-i-Akbari it occurs as Kalikata. Dr. S. K. Chatterji, an eminent Philologist, however, thinks otherwise. According to him the connotation of the name is "the side i.e., place (or depository) of shell-lime for white-washing" (kali means shell-lime, kātā from kat means side or place).

Calcutta is situated in 23° 33' 47" North and 88° 23' 24" East along the left bank of the Hooghly or the Bhagirathi, which is the western arm of the Ganges. On the eastern side of the city there is an extensive salt lake and it is about 100 miles from the estuary of the river that washes

The name of
Calcutta.

The situation
of Calcutta.

its western side. From the Geological point of view the lower Gangetic delta, in which Calcutta is situated, is of a comparatively late formation. It is, however, remarkable that boring operations carried out in Fort William revealed the complete absence of marine deposits throughout the depth of the bore-hole. We have, therefore, to imagine that at some dim date in the past Calcutta was part of a spur of the Himalayas, and that geological changes have reduced its site to the level of the flat and monotonous plain of Bengal.

The area of the city, including a large section of the localities in the suburbs, is a little over 30 square miles. From the North to the South along a long line of garden houses, temples, mills, burning and bathing ghats, wharves and dwelling houses, extending over ten miles we find Cossipore, Calcutta proper, Manicktalla, Entally, Ballygunge, Khidderpore, Alipore, Chetla, Bhawanipur, Kalighat and Tollygunge as important centres of population. The width of the line does not generally exceed two miles except near Kidderpore where it extends to more than four miles. The river on which the city stands is less than half a mile in width near Howrah Bridge but in other places this nearly increases to a mile. On the right bank of the river and in close communication with Calcutta are Ichapur, Salkia, Howrah and Sibpore. The city is also in constant communication with the trans-gangetic towns in its neighbourhood like Serampore, Chandernagore, Hooghly, Chinsura etc. The population of the city is about twelve lakhs.

When the Portuguese trade was on the decline and the Dutch trade was still in its infancy, the English being temporarily driven out of Hooghly by the then Nawab of Bengal, were attracted by the village of Sutanati and its surroundings. As the river Hooghly was not navigable for larger vessels higher up the Adi-ganga* lighter crafts were employed by the Portuguese to tranship goods disembarked from larger vessels at Garden Reach. This transshipment helped the growth of villages in the neighbourhood and after the fall of Hooghly in 1632 a portion of its native traders and bankers was diverted to them. Dislodged from Hooghly the English Company's Agent, Job Charnock, came to Sutanati and, while recruiting provisions and spinning out the monsoon, meditated on the manifold advantages of the place under the spreading peepul tree at the junction of the Bowbazar Street and Lower Circular Road, a favourite rendezvous of all traders who flocked there to enjoy their hookkahs and court the sedative grace of Lady Niccotine. This historic tree stood there as late as 1820, when it was removed under the orders of the Marquis of Hastings in connection with his plans for the improvement of the city.

Accordingly in 1690 when Charnock was offered an asylum by the Nawab, he deliberately turned down the offer and decided to settle down in the Company's

* It is interesting to note that the map of lower Bengal drawn by Do Barroo in the middle of the 16th Century clearly shows that the Adi-ganga, which is now a small streamlet, carried the main current of the Ganges and the lower Hooghly was in fact the lower Saraswati connected with the Ganges by a canal.

Zemindaries—the three villages of Sutanati, Calcutta, and Govindapur. The place was secure from attacks by Mahrattas and Moghuls and free from political intrigues. The pilgrim's road leading to Kali's temple (modern Chowringhee with its northern and southern extensions) provided a good communication with the interior. Provisions were plentiful and the soil fertile. The Seths and the Basaks, the lombards of Bengal, had already settled there. All these advantages added to the weight of Charnock's proclamation inviting the various nationalities to come and settle in the Company's Zemindaries and very soon a large population congregated at the northern extremity of the settlement. The founder of the city of palaces died on January 10, 1692, and was buried by the grave of his Indian wife. His son-in-law, Sir Charles Eyre, erected a mausoleum over the tomb which is still to be found in St. John's church-yard.

As early as 1693 Sir John Goldsborough had selected the site now occupied by the General Post Office, the Customs House and the East Indian Railway premises for a factory and enclosed it with a mud wall. On Shova Singh's (the Chief of Chatwa-Barda in Midnapur) threatening to advance on Sutanati, the Nawab was obliged to accord the long-delayed permission to the English "to defend themselves." Accordingly, fortifications were hurriedly run on this spot and "The Green before the Fort" called Lal Dighi by Indians and Dalhousie Square by Europeans became the pivot of the settlement and round it European merchants built their houses.

Although as early as 1691 an Imperial Order permitted the English "to contentedly continue their trade" on payment of Rs. 3,000 a year by way of all dues, yet nothing was done to clear jungles, construct roads or build houses until the middle of 1698 when Prince Azim-us-shan, the Governor of Bengal, in lieu of Rs. 16,000, granted the English the eagerly-sought permission to buy from their proprietors, the Savarna Chowdhuris of Barisha, the three villages of Govindapur, Calcutta and Sutanati in full ownership. Though the permission was costly, the properties were actually bought for a nominal sum of Rs. 1300 and the ownership of the villages was transferred to the English by a deed of sale dated the 10th November, 1698.

In 1715 the English sent an embassy to Delhi with presents to the value of £30,000, but it took them a year to secure permission to see the Emperor, Ferrukh Sayar. Even then the mission might have been unsuccessful had not surgeon Hamilton of the embassy, who had been permitted to attend the Emperor during his illness, succeeded in restoring him to health. Hamilton's success secured for the English the long-desired firman authorising them to purchase 38 villages contiguous to the three villages of Govindpur, Sutanati and Calcutta. Round these villages, some of which even to-day supply the street names of Calcutta, as nucleus, there grew up a city which, offering as it did the utmost security in those troublesome times, "increased yearly in wealth, beauty and riches."

There were two great impediments to this steady

progress of Calcutta. The first was offered by the Mahratta Ditch. terrible storm of September 30, 1737.

According to contemporary account, fifteen inches of rain fell in five hours which together with the violent earthquake that came in the wake of the heavy downpour, razed to the ground most of the buildings. The second calamity befell the city five years later when the Mahrattas invaded Bengal. The English sought the permission of the Nawab "to dig an entrenchment round their territory." Three miles of it were completed in six months but as the Mahrattas did not approach Calcutta, the project was abandoned. The line of the ditch remains in the present Circular Road and its memory is preserved in the word "Ditcher" which connotes a temporary settler in Calcutta.

Of infinitely greater consequence to Calcutta, nay the whole of India, was the increasing tension between the English and the young Nawab Siraj-ud-Dowla. The latter

The myth of
the Black-Hole
Tragedy.

looked with misgiving on the fortification put up at Calcutta and his resentment broke up into open hostility when the English refused to deliver up to him Kissendas, the son of Raja Raj Ballav, the Governor of Dacca. Kissendas had fled with all his father's treasures to Calcutta to evade paying the government dues to the Nawab. Calcutta was attacked on June 16, 1756. The Nawab's forces were at first repulsed by the battery of the Baghbazar outpost, but on the 18th the Nawab's army reappeared with great force and after severe fighting near the present British Indian Street still called Ranimuddy Gully, started a

fusillade of fire on the Fort. The Governor Drake fled and the command fell on Holwell who with his small garrison valiantly held out for two days. It was at the end of this conflict that the so-called Black-Hole tragedy is said to have happened. The story runs that 156 English captives, some of whom had assaulted the Nawab's guards, in a state of drunkenness were imprisoned in a small cubicle, 18 ft. by 14 ft. 10 ins. with two small grated windows and that when the door was opened only 23 were found to be surviving. The story of the tragedy has been discarded as historically untrue, for among other cogent reasons it is physically impossible to cram 146 persons in such a small room.

Before leaving for Murshidabad the Nawab changed the name of Calcutta to Alinagar and appointed a
Battle of Plasscy. governor who had his seat about three miles to the south of the Fort which was called then as now Alipur. The rule of the Nawab over Calcutta was, however, short-lived. When the news of the fall of Calcutta reached Madras where the English and the French had been contending for supremacy, an avenging army was sent under Clive and Watson. At the approach of this army the Nawab's garrison speedily evacuated the Fort and the English once more became the master. A treaty was, then, concluded with the Nawab who not only restored all old privileges but also made many fresh concessions. The construction of the present Fort William was, then, undertaken and was finished at a cost of two million sterling. The fall of Calcutta had led to intrigues at Murshidabad

and taking advantage of the situation Clive entered into a secret treaty with the Nawab's uncle, Mirjafar. Assured of his promise to betray his nephew, Clive crossed the Ganges and won the brightest jewel in the British crown in the mango grove at Plassey without much struggle.

In 1773 with the passing of the Regulating Act, Calcutta became the capital of British India. The victory contributed to the growth of Calcutta. Splendid country houses sprang up in the suburbs, one at Calcutta under Clive and Dum-Dum for Clive, another at Alipur Hastings. for Hastings. Under the auspices of Hastings the Asiatic Society of Bengal came to be founded in 1784. The Royal Botanical Gardens at Sibpur were also planned and laid during his regime. It is interesting to note that experiments with the transplantation of foreign plants conducted in this garden by Colonel Kyd, set up one of Bengal's greatest industries—the tea industry.

From this time onwards the progress of Calcutta has been continuous. The Town Hall, begun in 1805, was completed in 1813. The foundation stone of St. Paul's was laid in 1839 and the Cathedral was consecrated in 1847. The Calcutta since 1803. New Mint was opened in 1813. The two Misses Eden, the talented sisters of Lord Auckland, started the famous Gardens bearing their name even to-day. In recent times Lord Curzon gave a further impetus to the growth of the city. It was at his instance that the Victoria Memorial Hall, which is without doubt the most

magnificent building erected in India in modern times, was started.

The Calcutta Improvement Trust started in 1912 has been doing very good work since its inauguration. The Central Avenue (now called Chittaranjan Avenue), the garden colonies at Park Circus and Ballygunge, the fairy lake at Dhakuria bear testimony to its efforts to provide open spaces as "Lungs" of the city, lay out and improve roads, open out congested areas, and create cheap but good housing for the poor. A few public bodies have also materially contributed to the growth of large residential areas in the southern section of the city.

It is not as the erstwhile metropolis of India nor even as the city of palaces that Calcutta has come to be known as the Premier City in India. Calcutta has always been a centre of great activities and few cities can point with pride to such brilliant contributions as her sons, whether by birth or adoption, have made to art, literature, science and politics. It may be pointed out that the new religious and social movements which have liberalised Hindu society, the new freedom movements which have created a new India throbbing with new desires and pulsating with new aspirations, the renaissance in art and literature that has improved our moral and æsthetic standards, and the young school of investigators in the domain of arts and sciences who have by their brilliant achievements extended the bounds of knowledge, were all born and nurtured on the bosom of this great city.

APPENDICES

I

The 38 villages which the English company were permitted by the Mughal Emperor to buy from the Zemindars in 1717 were as follows :—

1. On the Howrah side of the river.

- | | |
|---------------------|--------------------------------------|
| 1. Salica (Salkeah) | 3. Cassundeah (Kassundiah) |
| 2. Harirah (Howrah) | 4. Ramkissenpoor (Ram-
kristopur) |
| 5. Batter (Bantra) | |

2. On the Calcutta side of the river.

- | | |
|---|---------------------------------|
| 6. Dackney Paekpara
(Dakshin Paikpara) | 18. Sealda (Sealdah) |
| 7. Belgeshia (Belgechia) | 19. Cooliah (Kuliah) |
| 8. Dackney Dand
(Daxshindaree) | 20. Tangarah (Tangra) |
| 9. Hogulchundey
(Hokulkuria) | 21. Sundah (Surah) |
| 10. Ultadang (Ultadinghi) | 22. Bad Sundah
(Bahir Surah) |
| 11. Similiah (Simla) | 23. Shekparra (Sheikparra) |
| 12. Macond (Makonda) | 24. Doland (Dalanda) |
| 13. Camorparrah
(Kamarpara) | 25. Bergey (Birji) |
| 14. Cancergasoiah
(Kankurgachhi) | 26. Tiltola (Tiljula) |
| 15. Bagmarrey (Bagmari) | 27. Topiah (Topsia) |
| 16. Arcooly (Arkuli) | 28. Sapgassey (Sapgachhi) |
| 17. Misrapoor (Mirzapur) | 29. Chobogah (Chowbagah) |
| | 30. Cherangy
(Chowringhee) |
| | 31. Colimba (Colinga) |
| | 32. Coborah (Gobra) |

- | | |
|--|----------------------------------|
| 33. Badokney Dand
(Bahir Dakehin Daree) | 36. Gandalparah
(Gondolparah) |
| 34. Sicampur (Serampore) | 37. Hintaley (Entally) |
| 35. Jola Colimba
(Jala Colinga) | 38. Chittpoor (Chitpur) |

II

Population of Calcutta

1710	12,000
1752 Holwell's estimate	409,000
1782 Mackintosh's „	500,000
1789 Grand Pre's „	600,000
1800 Police Comsr.'s	500,000
1802 Chief Mgte.'s „	600,000
1814 Sir E. Hyde's „	700,000
1815 East India Gazetteer	500,000
1821 Assessor's Estimate	230,502
1831 Captain Steel's „	411,000
1837 Captain Birch's „	230,000
1840 Sinn's „	361,000
1850 Chief Mgte's „	413,000
1872 Census	633,009
1881 „	612,307
1891 „	682,303
1901 „	847,796
1911 „	896,067
1921 „	907,851
1931 „	1,196,734

III

The numerical strength of the followers of
different religions in Calcutta, 1931

Hindu	...	822,293
Muslim	...	311,155
Christian	...	47,558
Sikh	...	4,705
Jain	...	3,185
Buddhist	...	3,021
Jew	...	1,829
Confucian	...	1,363
Zoroastrian	...	1,199
Tribal	...	426
All religions	...	<hr/> 1,196,734

MUNICIPAL ADMINISTRATION—ITS EVOLUTION AND PRESENT STATE

In the early days of Calcutta the municipal administration of the city was entrusted to one of the civil servants of the company who was called the 'Zemindar' and later the Collector of Calcutta. Under a Royal Charter issued in 1727 a corporation consisting of a Mayor and nine aldermen with a Mayor's court was established. The court building was erected in 1729 on the site now occupied by St. Andrew's church, and Holwell, the famous Zemindar of Calcutta, became its president.

As the corporation did not do much to improve its administration, a new Royal Charter was granted in 1753. The Mayor's court was re-established and an ineffectual attempt was made to "levy a house tax of two or three lakhs of rupees to defray the expense of cleansing and ornamenting the place internally."

In spite of these measures little improvement in the sanitary condition of the city was effected. The future city of palaces was then "little better than an undrained swamp, surrounded by malarious jungle and pervaded by a pestilential miasma." The need of drastic changes in the municipal administration of the city was felt and in 1794 under the Statute Geo. III, the Governor General, appointed Justices of the Peace to make regular

assessments and to levy rates. The Justices set to work at once to improve the city. The metalling of the Lower Circular Road began in 1799 and in 1801 bullocks were bought for conservancy purposes.

The Justices soon found that the work of improvement was beyond their resources. Accordingly in 1803

Lord Wellesley inaugurated a long series of reforms which culminated in the appointment of the Lottery Committee in 1817. Out of the lottery funds large tanks were dug, the Town Hall was erected, the Beliaghata canal was excavated and several roads, notably the Elliot Road, were constructed.

In spite of the great works which the proceeds of the lotteries had served to finance, the city was still in an

unsatisfactory condition. Accordingly in 1833 it was suggested that municipal committees should be elected by the rate payers in each of the four divisions in which the city was divided. As the scheme was not well received, Lord Auckland appointed the "Fever Hospital and Municipal Improvements Committee" in 1836. The outcome of the labours of this Committee was the Act XXIV of 1840, which empowered the Government, on the application of two-thirds of the rate-payers in any of the divisions of the town, to entrust to them the assessment, collection and management of the rates of their division. The Act XVI of 1847 transferred the conservancy functions of the Justices to a Board of seven Commissioners of whom three were appointed by the Government and one elected

by each of the four divisions. A number of Acts passed during the successive years conferred larger powers on the Commissioners.

The Act of 1863 was passed in the belief that the most suitable form of municipal government for Calcutta was one which combined popular representation with the concentration of executive power in the hands of a highly paid officer. Under the Act the Corporation came to consist of all the Justices of the Peace for Bengal, Behar and Orissa, resident in Calcutta. The appointment of their Chairman rested with the Government. This constitution having been found clumsy and unworkable, another Act was passed in 1876 which introduced the elective principle. According to it two-thirds of the Commissioners, who numbered 72, exclusive of the Chairman and Vice-chairman, were to be elected by the people, the remainder being nominated by the Government. The electoral divisions coincided with the Police divisions which were termed "wards."

In pursuance of the recommendations of the Commission of 1884 the number of Commissioners had been increased to 75 and certain important changes had been introduced in the manner of electing them. The Act of 1899 reduced the number to 50 and provided for three co-ordinate municipal authorities *viz.*, the Corporation, the General Committee, and the Chairman. The act was vehemently opposed by the influential Commissioners of the corporation who even declined to

to take part in its administration. During the life of this Act, however, there was considerable municipal progress and expansion.

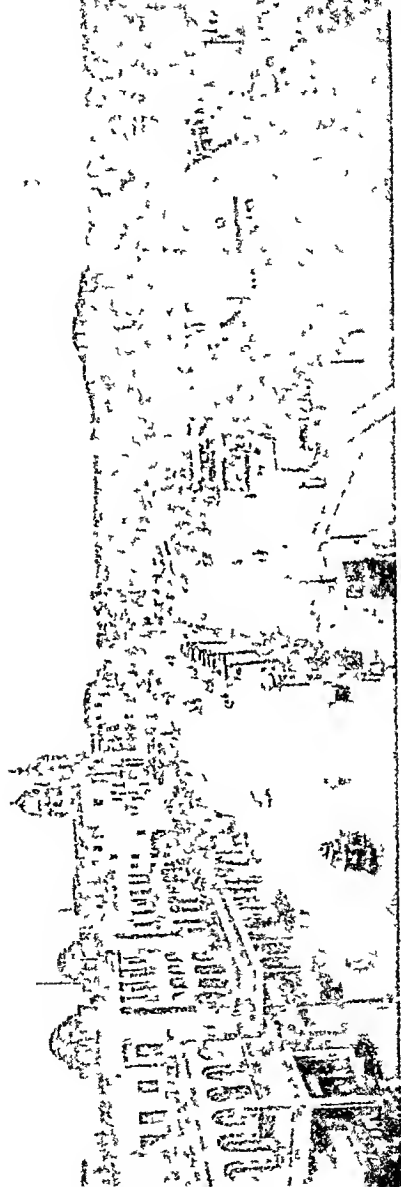
The present Corporation came to be constituted under the Calcutta Municipal Act of 1923. The Act repealed

the previous enactments and provided
 The
 Act of 1923. for greater popular representation. The

Corporation has under this Act come to consist of 75 elected councillors, ten Councillors appointed by the local Government and five Aldermen elected by the councillors. The Act has extended the Municipal limits of the city which for the purposes of election has been divided into 32 general constituencies electing 63 Councillors of whom 15 must be Mahomedans. The remaining 12 Councillors are elected by the Bengal Chamber of Commerce, Calcutta Trades Association and the Calcutta Port Commissioners. At the first meeting in each year the Councillors elect from among themselves the Mayor and the Deputy Mayor.

The new constitution which has been hailed as "The New Charter of Freedom," was given to Calcutta by the late Sir Surendra Nath Banerjee as the first Minister for Local self-government in Bengal. It was, however, the late Desbandhu Das who, as the first Mayor of Calcutta, clothed the constitution in flesh and blood and breathed into it life by his inspiring programme of work. "In the programme I have drawn up," said Desbandhu in his inaugural address, "most of the items deal with the poor—housing of the poor, Free Primary Education, and Free Medical Relief." The New Corporation has partially realised this inspiring programme. It has set up

CHOWRINGHEE



a net-work of free primary schools and is experimenting on a scheme of compulsory education in one of the wards of the city. It has established Health Associations in different parts of the city for educating the people in matters of sanitation and giving the poor free medical relief. It publishes a well-conducted weekly Journal for moulding public opinion and runs a Commercial Museum and a Publicity Department. It has recently opened a Mosquito Control Department to check the progress of malarial fever. The work of conservancy, water supply, and lighting has also been appreciably improved. But there is still plenty to be done in regard to the supply of pure food, good dwellings, and conservancy. One of the most urgent problems before the Corporation is the question of the out-fall of the city's rain and refuse water. The present Mayor of the Corporation is keenly alive to the pressing civic problems of the city and it is hoped that some of them will be satisfactorily solved during his regime,

The Calcutta Municipal Amending Act of 1933, whereby the Corporation is prohibited from appointing a person who has been convicted of an offence against the State or making a grant to any institution which has taken into employment any such persons, is considered by many as a retrograde step. The Act has also vested the auditors with very wide powers and has provided six additional seats to some of the constituencies.

This is but a brief sketch of the evolution and

the present state of the Municipal administration of the city about which it has recently been written, "before Job Charnock there was nothing ; now there is Calcutta, gold on

Boundaries
then and now.

silt." The territory over which the Company assumed control at first was about 1692 acres of land which for the purposes of administration was divided into four divisions—Dihi Calcutta centering round the historic tank of Dalhousie Square, Sutanati in the North, Govindpur in the South, and Barrabazar. In 1742 the township of Calcutta was limited and defined by the Mahratta ditch, but even within this territory the districts of Simla, Mallanga, Mirzapore and Hogulkuria were still held by private proprietors. The treaty of 1757 gave the company all lands within the ditch. Since that time the boundaries of Calcutta extended further through the annexation of certain portions of land from the 24 Perganas adjoining the city. The boundaries of Calcutta in 1779 have been described as follows:—
 "Kidderpore is a village of about two miles from the Court House, lying close to a small river commonly called by the English Kidderpore Nullah. This river is the boundary southward of the town of Calcutta, of which the river, commonly called the Hooghly river, is the boundary north-westward, and the Mahratta ditch which exists in many parts and the line where it once was in other places, are the boundaries north-eastward, eastward and south-eastward, to the place where the ditch or line, where it existed, meets the Kidderpore Nullah and from that place the rivulet is the boundary. This rivulet was a little to the west of the new Fort,

which is considered as within the town of Calcutta." Till 1840 these boundaries did not possibly undergo any change but since then extensive changes have been made until the present boundaries of Calcutta, which are as follows, were reached :—

North and East : Circular canal, Pagladanga Road, South Tangra, Topsia Road and E. B. Railway line.

South : E. B. Railway line, Russa Road, Tollygunge Circular Road, Goragatchia Road, up to Nimakmehal Ghat.

West : The Hooghly river.

APPENDIXES

I

Calcutta—Facts and Figures

Mileage of Roads—373'27 miles of which 121'30 miles are covered with asphaltum	
Mileage of filtered water mains—	498'07 miles
Mileage of unfiltered water mains—	335'55 miles
Mileage of brick sewer—	74'77 miles
Mileage of pipe sewer—	262'87 miles
Mileage of surface drains—	183'83 miles
Area of Calcutta—	About 45 square miles
Number of gas lamps—	20,141
Number of electric lamps—	3,506
Number of conservancy motor vehicles—	136
Number of „ carts—	432
Mileage of conservancy railway—	18'65 miles
Average daily supply of filtered water—	63,900,000 gallons
„ „ unfiltered water—	53,900,000 gallons
Number of Motor vehicles—	52,626
„ hackney carriages—	1,145
„ rickshaws—	4,860
„ Premises—	70,963
„ Public squares and parks—	68
„ Bazars—	26
„ Hospitals—	32
„ statues in public places—	31
„ Cinema houses—	32
Tram Routes—	32'95 miles
Population of the Municipal area—	11,58,044

Population of Calcutta including Fort William and the Port—	11,96,734
Population of Calcutta including South Suburban area, Tollygunge and Howrah—	17,33,927

II

Corporation Free Primary Schools

Total number of Schools (1934-35) —	232
Number of boy pupils	— 17,803
„ girl „	— 13,205
„ Male Teachers	— 666
„ Female Teachers	— 362
Total expenditure for the Free Primary Schools—	
	Rs. 13,86,900
(including grants to libraries and Technical Institutions)	

III

Population of The Principal Cities of India and Births and Deaths per Mile.

Name of the City	Population		1932
	in 1931	Birth	Death
Calcutta	11,96,734	20·7	25·00
Bombay	11,61,383	24·8	19·70
Madras	6,47,230	43·3	34·40
Lucknow	2,51,097	46·26	37·72
Delhi	3,47,539	45·40	27·59
Lahore	4,00,075	30·07	24·89
Karachi	2,47,791	47·92	26·20

IV

Literacy.

Number of literate persons recorded in Calcutta and suburbs by the census of 1931 :—

Number	Percentage of Literacy	Percentage of literacy in English
Males—635,326	43·0	21·9
Females—122,325	12·1	8·3
<hr/>		
Total— 757,651		

Literacy of both sexes according to religions

Christians	—	77·7	per cent.
Zoroastrians—	71·3	„	
Jews	—	69·3	„
Jains	—	58·2	„
Buddhists	—	57·4	„
Sikhs	—	48·4	„
Hindus	—	44·5	„
Confucians	—	36·8	„
Muslims	—	31·0	„
Followers of tribal religions	8·5	„	

EDUCATION IN BENGAL—ITS

EARLY HISTORY

Prior to the adoption of the government policy of organising education on western lines, there was a net

Indigenous
schools and
seminaries.

work of vernacular schools and institutions of Hindu learning in the country.

According to the estimate of Rev, Adams

the number of indigenous schools in Bengal and Behar was well over 100,000. There was also a considerable number of seminaries in which Hindu Law, Grammar, and Metaphysics were taught. These institutions were maintained by the voluntary contributions of rich Hindus and the produce of charity lands. The details collected through the efforts of some government officials at the beginning of the 19th century show that the percentage of literate people in Bengal was not negligible. The number of indigenous schools in Calcutta itself was considerable. A minute enquiry instituted in 1818-19 by the Calcutta school society showed that within the legal limits of Calcutta there were 211 schools in which 4,908 children received instruction. This figure represented about one-third of the number of the Bengali children capable of receiving instruction. But the Calcutta Council of Education did not view these indigenous schools with favour and were of opinion that "Efforts should be at first concentrated to the chief towns or sudder stations of districts, and to the improvement of education

among the higher and them middling classes of the population." The effect of this negligence was so far-reaching that according to the estimate of an Inspector of Schools in 1861 only three per cent, of the people were literate.

In the early days of the East India Company the British rulers did not like to wound the susceptibilities of the people and they encouraged classical studies. Hastings founded the Calcutta Madrasa in 1790 and he was willing to extend the same patronage to the Hindu Pandits, but the Sanskrit College was not founded till 1824. More important steps were, however, taken in the meantime to introduce English education to the youth of the country. With this end in view Raja Ram Mohan Roy and David Hare with a strong government support founded the Hindu College in 1817. The christian Missionaries, Carey Marshman, and Ward founded the Serampore College in 1818. The Oriental Seminary was established in 1823 and it was here that Derozio the famous Anglo-Indian poet, teacher and savant received his lessons. In 1830 Alexander Duff founded the General Assembly's College known as Duff College. The College of Fort William was established in 1800 for the training of civilians in the language and literature of the country. A number of text books in Bengali and a grammar and Dictionary of the Bengali language were composed and published by Rev. Carey under its auspices.

All these times was raging a heated controversy between the "Orientalists" and the 'Anglicists' in regard

to the system of education to be adopted. Macaulay, the first Law Member of the Governor General's council strongly backed the Anglicists and, in his famous minutes dated the 2nd, February, 1835 wrote, "that English is better worth knowing than Sanskrit or Arabic....., that it is quite possible to make the natives of this country thoroughly good English scholars, that to this end our own efforts ought to be directed." Accordingly on the 7th March, 1835 the Government of Lord William Bentinck passed a resolution directing that all available resources should thenceforth be employed to impart to the native population a knowledge of English literature and science through the medium of the English language. Thus a new system of education was imposed on the people in order to make them in the words of Lord Macaulay himself, "a class who may be interpreters between us and the millions whom we govern—a class of persons, Indian in blood and colour, but English in taste, in opinions, in morals and intellect."

Of all the early institutions none had a more glorious career than the Hindu College. Its alumines became the pioneers of all movements that agitated

The Hindu College. the country. The name of two great teachers stand out in this connection—

Henry Louis Vivian Derozio and Captain Richardson. The former instilled into his pupils "the ideals of liberalism and taught them how to think", while the latter "created a genuine taste in Bengali students for the literary treasures of the West.", The success of the Hindu College led to the foundation of other Colleges, The Calcutta Medical College was founded in 1835.

Hooghly College in 1836, Dacca College in 1844, Krishnagar College in 1845 and the Berampur College in 1853.

Several schools on western models came into existence in Calcutta through private efforts, but the government took no initiative in the matter. Provision was, however, made in schools attached to colleges for lower standard of instruction and these were known as collegiate schools.

Schools on
Western Models.

The education of girls was not entirely neglected when the indigenous system of education was prevalent in the country. The first attempt at establishing a girls' school on western model was made in 1819 by the Calcutta Juvenile Society which was followed by the Ladies' Society for native female education in 1822. But no serious steps were taken to organise female education on western lines until J. E. Drink Water Bethune founded the school named after him in 1850. The names of Pandit Iswar Chandra Vidyasagar, Peary Chand Mitter and Peary Charan Sarker stand out for pioneer work in this field. Their efforts met with every sympathy from the people and the contemporary journals.

It will thus be seen that education in Bengal began from the top but the hope of its being filtered down to the masses still remains unfulfilled.

EDUCATION IN BENGAL—ITS PRESENT STATE

The present system of education in Bengal may be said to date from 1854 when came the famous Education Despatch of 1854 and "the duty of creating a properly articulated system of education from the primary school to the University" was taken up by the Government and the system of grant-in-aid was adopted in order to ensure local support and encourage private enterprise. This new policy resulted in the rapid establishment of both primary and secondary schools all over Bengal and a few colleges in Calcutta and the mufussil. In 1857, the year of the sepoy mutiny, the University of Calcutta, along with the Universities of Bombay and Madras was founded by an Act of Incorporation and an earnest attempt was made by the Government to co-ordinate the educational system. This resulted in the following classification of schools :—

1. Primary schools (i) Lower Primary (3 years)
(ii) Upper Primary (2 years)
- II. Middle English or Middle Vernacular Schools (2 years).
- III. High Schools.

Little change in the outlook of Primary Education has taken place in Bengal since the days of Adam.

Grants-in-aid to Primary Schools were disbursed on the basis of 'payment by results' till 1901 when it was decided to pay 'subsistence allowances' to teachers quarterly. In 1910 the practice was modified and

Education
Despatch of 1864.

Primary
Education.

subsistence allowances were paid through local bodies (District Boards and Municipalities). Moreover the Primary School Examination was re-instated and rewards were given to teachers on the basis of results in addition to their pay. The amount of average subsistence allowance varies from Rs. 2 to Rs. 20 per mensem and it is deplorable that even these miserably meagre allowances are not regularly paid. The number of schools which receive the highest amount of grant-in-aid is very limited and their number is negligible. Besides the aided schools there are a few which are maintained by the Government, the Corporation of Calcutta, Christian Missionaries and other religious bodies like the Ram Krishna Mission, Vivekanand Society etc. These schools are better equipped and better staffed. Salaries of teachers in girls' schools are comparatively high. The Hartog committee (1929) calculated the monthly average pay of teachers in primary schools of all description and put it down at Rs. 8-6 as. per head.

Although each school has a properly constituted managing committee of its own, the S. I. (sub-inspector of schools) is the de facto controller of all elementary schools in rural areas.

Management
and staff.

In spite of his having to deal with 300 to 500 schools, it is he who shapes and guides their destinies. On an average there are two teachers per school and the head teacher is usually a trained man as far as recognised schools are concerned. The number of training schools is, however, hopelessly inadequate. In 29 districts in Bengal provision has been made for only three training schools per district on an average.

The Bengal (rural) Primary Education Act of 1930 could not be given effect to on account of acute financial and economic depression. The Government, however, sanctioned an optional scheme for such of the District Boards as would agree to pay their allotment for primary education and the scheme was put into operation in ten districts during 1934-35. So far no scheme of free and compulsory education has been tried any where in Bengal except in one of the wards in Calcutta. In 1935 the Ministry of education passed a resolution recommending the setting up of 16,000 four-teacher primary schools on an area basis and with a four years' course. But the drastic reduction of schools that the government resolution contemplated and its communal aspects were vehemently resented by the public and consequently no action has so far been taken on it.

The secondary schools in Bengal are of a mixed type, there being primary classes in them. These schools are of five categories, viz., (1) Schools maintained by the Government, (ii) schools aided by the Government, (iii) schools maintained by District Boards, (iv) schools aided by District Boards, (v) schools under private management. Owing to the rapid growth of high schools, the middle schools have to a great extent been numerically affected and they are losing their popularity. Then again there being no public examination at the close of the middle stage, efficiency of instruction in them has also been impaired.

According to the nature of management High Schools in Bengal may be divided into (a) Government schools,

(b) Aided schools and (c) Private schools.

High schools. A great preponderance of them is under private management, there being only 42 government schools for boys and five for girls. Grants-in-aid to high schools are disbursed on the basis of a minimum scale of expenditure and this has, in many instances, resulted in the pernicious practice of realising forced contributions from teachers.

Every high school in Bengal is under a regularly constituted committee, the constitution of which is of a

Dual control. representative character and changes every three years. In aided schools appointment, promotion, and dismissal of teachers are subject to the approval of the Inspector of Schools who also fixes a scale of expenditure, any deviation from which requires his sanction. In schools which receive no aid from the Government the Inspector sees to the enforcement of departmental rules and the conditions of recognition. The University which is the final authority in the matter of recognition insists on the fulfilment of certain conditions in regard to minimum qualifications of teachers, scale of pay, reserve fund, dimensions of rooms etc. It also exercises control in the matter of selection of text books for the Matriculation Examination. In 1930 the University formulated a code for the guidance of non-government schools.

The relation between the teachers of non-government

high schools and their managers is anything but happy and cases of wrongful dismissal are not infrequent. As a result of representation by the All Bengal Teachers Association an Arbitration Board was appointed by the University in 1930 to hear appeals from the aggrieved teachers against dismissal, suspension or reduction of salary. The teachers of aided schools have the option to appeal either to the Board or the Director of Public Instruction for redress of their grievances.

Phenomenal changes have recently been introduced in the curricula of both primary and secondary schools. In high schools the medium of instruction has been vernacularised and a course of general science has been introduced.

Differentiated courses of studies for boy and girl candidates for the Matriculation Examination have been prescribed, the courses for girls being simplified and adapted to their needs. The most striking feature in the primary school curriculum is the provision for religious instruction. It is difficult to predict whether these changes will effect an improvement in instructional methods for they are at best the result of arm-chair efforts and not an outcome of a survey of community needs or experimentation in pupil achievements.

Work in our secondary schools is entirely dominated by thoughts of the Matriculation Examination and there is not even a totem pole to distinguish one school from another. It is refreshing however, to note that there has been of late some enthusiasm for manual

Arbitration
Board.

Recent changes
in the
curriculum.

Manual
Instruction
and
Physical Training.

instruction and physical training. The new Matriculation Regulations insist on them both and it is hoped that they will soon become a real part of school life and will add a little joy to the rigours of a misplaced emphasis on education for fact absorption.

There is a government proposal to redistribute high schools on an area basis and to create a secondary Board of Education. Both these proposals of the Government have elicited adverse criticism. The Government contributes less than a fourth part of the total expenditure on secondary Education and any attempt at reduction of schools, it is apprehended, will kill private enterprise which has been mainly responsible for the spread of education in the province. As regards the creation of a Secondary Board of Education it is pointed out that there is such a body in Dacca and that there is nothing in the report of its working to enthuse about. This draft Secondary Education Bill has recently come out in the press. It has been severely condemned by responsible educationists who consider its provisions to be "coloured throughout by reactionary ideas of a non-academical character and calculated to stifle the growth and progress of education in Bengal.

At its inception the University adopted the form, government and the regulations of the University of London. As a result of investigations by a commission an Act amending the law relating to the Universities of British India was passed in 1904. By this Act the

University and
College
Education.

elective principle, though on a limited basis, was introduced and the University was transformed from a mere Examining body to a teaching and research organisation. The executive government of the University is vested in a syndicate, consisting of the Vice-Chancellor, 15 elected representatives of the Faculties and the Senate and the Director of Public Instruction, Bengal. The Body corporate of the University is the senate.

In 1909 the New Regulations making provision for Post-graduate teaching by the University came into operation, while in 1917 the system of centralisation of Post-Graduate Studies was introduced. The government of the

Post-Graduate Department of the University has been vested in two councils for Arts and Science consisting of all Post-Graduate teachers with a President and Committee for each. Conduct of various public examinations is, however, still the main function of the University and it still holds sway over 54 colleges and about 1500 high schools in Bengal and Assam.

The establishment of the University College of science has a great history behind it—the history of human sacrifice at the altar of learning. In 1912 Sir Taraknath Palit made over to the University lands, buildings and money to the value of fifteen lacs of rupees in aid of the foundation of a University College of Science and Technology. Next year Sir Rashbehari Ghosh came forward with ten lacs of rupees in furtherance of the same object and again in 1919 he placed at the disposal

of the University a further sum of Rs. 11,43,000 for technological studies and research. In 1921 the University was endowed with a fund of Rs. 5,50,000 from the estate of the late Kumar Guruprosad Singh of Khaira. These princely gifts have made the University College of Science what it is today and enabled the small body of young investigators, who had clustered round Eminent Professors like Sir J. C. Bose and Sir P. C. Roy, to grow and earn for it international reputation,

Of professional studies the University affords facilities for legal and pedagogical training. But for other fields

Professional studies. of professional studies the University has to depend on colleges affiliated to it.

Advanced medical training is at present provided by three institutions, namely, the Calcutta Medical College, the Carmichael Medical College, and the School of Tropical Medicine and Public Hygiene, while courses in Engineering are offered by the Bengal Engineering College, Sibpore. The David Hare Training College, a government institution, trains teachers for the Bachelor of Teaching Examination of the University.

Most of the Arts Colleges in the province are intimately associated with the progress of education on

Arts College western lines and have built up worthy traditions of their own. The Presidency College grew out of the Hindu College and is associated with the hallowed memory of Raja Ram mohan Ray and David Hare. The St. Xavier's college, housed in a century old imposing, building, enjoys a high reputation for Science due in particular to the efforts of

Rev. Fr. Lafont S. J. The Scottish Church College grew out of the General Assembly's Institution founded by Dr. Duff, a missionary whose name is still cherished by Indians. The Vidyasagar College which bears the name of its great founder was the first attempt by an Indian to run a college. Ripon College, one of the largest in Calcutta, was built by Sir Surendra Nath Banerji, the father of Indian Nationalism. The Bangabasi College is the hand-work of Principal G. C. Bose, a reputed botanist and the Doyen of College teachers. The City College which is under the management of the Bramho Samaj "aims at making education conduce to the good of man and glory of God."

There has been of late a persistent demand for higher education of girls. High Schools for girls are springing up like mushrooms. The number of Colleges for them too, is annually on the increase. The Bengal Women's Education League is a powerful body and is doing good work in this sphere of education. The Nari Siksha Samiti, the Society for the Improvement of Backward classes and various missionary societies, deserve special commendation for the spread of primary education among Indian girls. The Uttarpara Hitakari Sava encourage female education by holding examinations and awarding scholarships to deserving girls. The Saroj Nalini Dutt Memorial Association maintains a large industrial school in Calcutta and strives to organise the women of the country into groups for their emancipation.

It was in 1890 that a distinguished son of Bengal, Sir

Gooroodas Banerjee, was appointed for the first time
 Father of Calcutta University. Vice-Chancellor of the University of Calcutta. Since then many other distinguished sons have adorned that office.

Education in Bengal owes much to every one of them. But the great man, to whom the cause of education was the be-all and end-all of life and the impress of whose dynamic personality and vision is felt even to-day in every phase of educational activities, was that renowned jurist, Scholar and educationist Sir Asutosh Mukherjee who has been rightly called the "Father of Calcutta University."

Dacca, the former Moghul Capital of Bengal, is situated in Eastern Bengal about 200 miles N. E. of Calcutta.

University of Dacca. The University of Dacca was established in 1921 and was constituted on the lines of *recommendations of the Saddler Commission (1917-19)*. The authorities of the University include a Court, an Executive Council, an Academic Council, and Faculties. The students and the teachers reside in the University domain which consists of about one square mile of fine park land. There are three Faculties : Arts, Science and Law,

A hundred miles away from Calcutta to North-west is situated Dr. Rabindra Nath Tagore's International University—The Visva-Bharati. The Visva-Bharati and Santiniketan University, which gradually grew out of the Santiniketan Asram, associated with the name of the Poet's father, Maharasi Devendranath Tagore, was formally founded on the 22nd

APPENDIXES

I

Primary Schools (Males)

	NUMBER OF SCHOOLS				Total Number	Total Expenditure	PERCENTAGE OF EXPENDITURE FROM			
	Managed by Government	Managed by Local Bodies	Receiving aid from Public funds	Not receiving aid from Public funds			Government funds	Local funds	Fees	Other Sources
Bengal Excluding Calcutta.	83	4142	35,482	5371	45,078	Rs. 58,72,921	32.9	23.3	33.0	10.9
Calcutta.		146	331	33	510	6,94,369				

II

Secondary Schools (Males)

	NUMBER OF SCHOOLS				Total number	Total Expenditure	PERCENTAGE OF EXPENDITURE FROM			
	Managed by Government	Managed by Local Bodies	Receiving aid from Public funds	Not receiving aid from Public funds			Government funds	Local funds	Fees	Other Sources
M. E. Schools	4	39	1,357	416	1,816	Rs. 29,29,569	7.6	12.7	60.3	19.4
M. V. Schools		9	32	5	46					
High Schools	42	4	533	592	1,171	1,10,98,921	15.7	.3	70.7	13.3

III Colleges (Males)

	NUMBER OF COLLEGES			Total No.	Total Expenditure	PERCENTAGE OF COST FROM			
	Government	Aided	Unaided			Government funds	Local funds	Fees	Other Sources
Arts Colleges	10	20	14	44	34,46,470	32.0	.1	59.4	8.5
Professional Institutions	6	5	3	14	18,05,079	65.5		32.5	2.0
Special Schools	141	1387	585	2,613	40,10,316	43.7	8.9	27.4	20.0

IV
Female Education

	NUMBER OF SCHOOLS				Total Number	Total Expenditure	PERCENTAGE OF COST TO			
	Managed by Government	Managed by Local Bodies	Receiving aid from Public Funds	Not receiving aid from Public Funds			Government Funds	Local Funds	Fees	Other Sources
Primary Schools	24	295	14,115	4,277	18,711	Rs. 16,50,881	28.9	88.6	11.7	20.8
Middle Schools	2	2	64	15	89	8,50,118	30.2	9.2	25.8	85.8
High Schools	6		62	10	78	14,99,747	84.0	5.8	49.1	11.6
Arts Colleges	2		1	4	7	1,71,428	67.0		28.0	5.0
Professional Institutions	1		1	1	3	23,462	100.0			
* Special Schools	3		46	6	55	2,38,140	48.0	7.7	11.0	38.8

EDUCATION FOR SPECIAL CLASSES

Besides the general Schools and Colleges which are open to boys and girls of all Communities, special facilities are provided for muslim boys by the muslim Hall of Dacca University, the Islamia College, Calcutta and a large number of Primary and Secondary schools known as Muktabs, Junior and Senior Madrasahs, Besides these secular institutions there are three Islamia Intermediate Colleges at Dacca, Chittagong and Serajganj and a large number of Quran Schools. The Government also provides the following additional facilities, namely, reservation of places in favour of Muslim students in Government and Government aided Schools, grant of special scholarships and stipends and of free-studentships up to a limit of 15 per cent. of their own enrolment and 50 per cent. higher grant to denominational schools.

There are nearly 70 institutions for the education of Europeans and Anglo-Indians, Only three of these are under the direct control of the Government, the rest being managed by various missionary and philanthropic bodies and railway authorities. The curriculum of studies in most of these institutions is based on the European code and includes the Cambridge School certificate as the final examination.

There are over 900 special schools for the education

of the children of backward classes. The Society for the Improvement of Backward classes, Bengal and Assam is reported to be doing very good work by subsidising schools which are chiefly attended by the children of backward communities. The American Baptist Mission of Bhimpur and the Methodist Mission of Bankura have played an important part in the improvement of Santhal education. Several schools in Calcutta for the benefit of the children of backward communities are managed by Hindu and Christian Missions.

The Salvation Army maintains an industrial school for the Karwal Nuts at Nilphamari. The Government maintains a reformatory and industrial school at Alipur and a Borstal school at Bankura for juvenile delinquents.

The Deaf and Dumb School, Calcutta, is managed by an executive Committee elected by the donors and subscribers to the school. The school teaches up to the Final Primary course and maintains an industrial department where boys are trained in many useful crafts. The oral method of instruction is employed in teaching the students by which they are taught to speak and understand others speaking by watching the movements of the speaker's lips. Teachers trained in the school have started other schools in different parts of India such as Dacca, Barisal, Chittagong, Mysore, Boroda etc.

The Calcutta Blind School founded in 1897 has the following five departments, viz, a preparatory school, a

Secondary School, a technical school, a music school and a normal class. The school which is located in the open country on the Diamond Harbour Road, Behala, has spacious residential and school buildings and large playgrounds,

There is a school for mentally defective children at Jhargram in the District of Midnapore started and managed by the Bodhan Samity. There is a similar institution for European children at Kurseong.

There are about 1000 night schools attended mostly by adults. The object of these schools is to produce literate labourers. There are a few continuation schools in the Presidency Division and Calcutta for teaching a technical subject in addition to the three R'S. There are also several day Primary schools in the mill areas, colliery and tea garden districts intended for the children of labourers

Education
of the
labouring classes

PROFESSIONAL AND TECHNICAL EDUCATION

Besides the three colleges for medical education already mentioned there are 9 medical schools recognised by the Government. Recently several institutions for a thorough and systematic study of Ayurveda or the Hindu system of medicine have sprung up and of them the biggest is the Jamini Bhusan Ashtanga Ayurvedic College founded in 1916. There are two courses of study extending over 4 and 5 years respectively.

Medical
Education.

The Calcutta Dental College and Hospital founded by Dr. R. Ahmed is the only institution of its kind in India. The course extends over three years and successful students are granted diplomas.

There is a Veterinary College maintained by the Government at Belgachia.

The Bengal Engineering College managed by the Government for imparting higher education in Engineering is the biggest institution in the province. The college has three departments: The civil Engineering department affiliated to the University of Calcutta, the Mechanical Engineering Department and the Mining Department.

There is an Engineering school at Dacca maintained by the Government. The Calcutta Technical school, the Kanchrapara Technical school, and the Kharagpur Technical school train their students for the Board of Control's Technical School Examination.

The Bengal Technical Institute at Jadavpur was founded in 1906 and in 1910 it was amalgamated with the National Council of Education. The Institute which is served by an efficient staff including seven Graduates of the American, German and British Universities and Technological Institutions, teaches Mechanical, Electrical and Chemical Engineering. Sir Rashbehari Ghose donated 16 lacs of rupees to the Institution.

Facilities for higher Commercial education are

provided by the Universities of Calcutta and Dacca and the Commercial Department of the Commercial Education Vidyasagar College. Recently the University of Calcutta in collaboration with leading Commercial firms of the city has taken necessary steps for imparting practical training to thirty of its Post-Graduate students.

The Government Commercial Institute runs a comprehensive course of study covering a period of two years. It also trains students for the examinations of the London Institute of Bankers, the Accountancy Diploma Board, Bombay and those held for recruitment to the Railway Accounts service.

The Government weaving Institute is situated at Serampore and it trains its students in the theory and practice of handloom weaving and its allied subjects. It aims at training young men with a fair degree of education as teachers, managers and organisers of the weaving industry and also actual handloom weavers drawn from the artisan classes.

There are six Agricultural Schools in the province. Of these two are managed by the Government, three are aided and one unaided. There is, however, no institution in Bengal for imparting agricultural instruction of the Collegiate type.

There are five Art Schools in the Presidency of which three are aided and one is managed by the Government. The subjects taught in the Government School of Art are

Drawing and design, commercial art, and Lithography,

There are over seven music schools in the Presidency of which six receive aid from public funds. Of these the biggest are the Calcutta Schools of music, Music Schools. an Institution for European music, Sangit Sammilani, an association for the cultivation and spread of Indian music and Sangit sangha, a school for classical music.

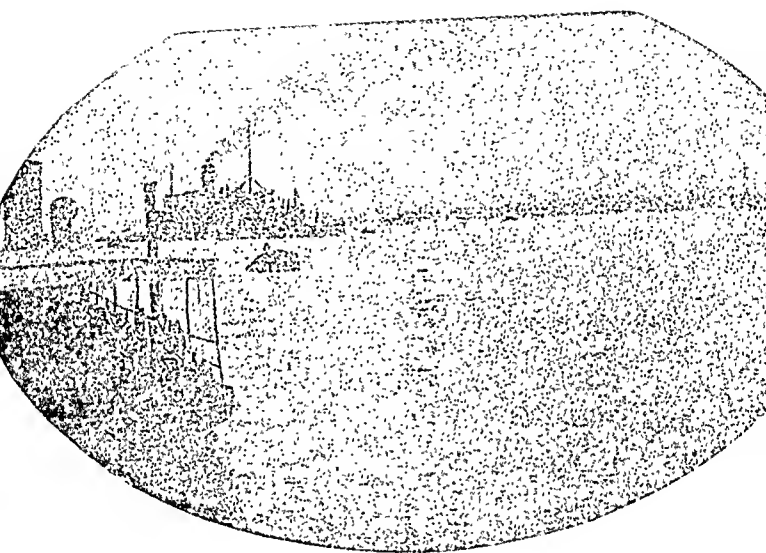
There is a college for training physical instructors maintained by the Government. The All-Bengal Teacher's Association runs a summer Physical Education. course in Physical Education for the untrained physical instructors of non-government high schools. Short courses for the training of teachers of middle schools are from time to time organised by the Physical Director.

There are two training colleges for male teachers, one at Calcutta and the other at Dacca. There are also five normal Training Schools in the Presidency for training junior teachers of Secondary Schools. Women teachers of high schools receive their training at the Loreto House while there are ten normal schools for training primary school teachers. The corporation runs a training school in Calcutta for the benefit of the teachers of its own schools. The University of Calcutta runs short courses in general Pedagogics as well as Geography and Science for teachers of High Schools.

RESEARCH ORGANISATIONS AND LEARNED SOCIETIES

Before the foundation of the teaching departments of Calcutta the Asiatic Society of Bengal was the only institution which published systematically researches of individual scholars both European and Indian. The Society was founded in 1784 by Sir Willian Jones, a Puisne Judge of the supreme court, Calcutta. One of the most important of the society's activities is the publication of *Bibliotheca Indica*, a series of texts in Sanskrit, Persian, Arabic and other languages. The Society has built up a large manuscript library of its own and has a rare collection of works of art. The Council of the society meets once a month and its proceedings are published in the society journal. The society fostered the formation of the Indian science congress, the first session of which was held in its rooms in 1914.

The Calcutia University was the first to give opportunities to the members of its tutorial staff to carry on researches in the Arts and Science subjects. Results of original researches in Arts subjects are published in the Journal of the Department of Letters. A good many members of the University staff have, by their original works of research, established their names in the



THE HOOGLY (*in a moon-lit night*)

domain of Science, while many others have earned international reputation. Speaking of the discovery of the famous theory of temperature ionisation by Prof. M. N. Saha (then a professor of Science College), Prof. J. G. Growther writes that, it is the first capital discovery by an Indian Physicist in recent years.”

The Indian Association for the cultivation of Science was established in 1876 mainly through the selfless efforts of Dr. Mahendra Lal Sarcar, a medical practitioner of Calcutta. The Association has a lecture hall and laboratories for Physics, Chemistry and Biology with a well-equipped workshop and a liquid air plant. It was here that Sir C. V. Raman conducted most of his famous researches that won for him the Nobel prize in Physics. Students from all parts of India carry on research work at the Association.

The Bose Research Institute at Calcutta was founded and built by Sir J. C. Bose as a place where his successors might carry on researches on the phenomenon of life and its various manifestations. Recent investigations carried out at the Institute establish the important generalisation of the fundamental unity of plant and animal life. The only object of the Institute is post-graduate research, and carefully selected candidates are admitted on the condition that they devote themselves wholly to the prosecution of research.

The Bangiya Sahitya Parisad was established on the

29th April, 1894 ; but the present building of the society was completed and occupied only in 1905.

The Bangiya
Sahitya
Parishad.

The society publishes useful original books and translations from the best books in Sanskrit, Arabic, English or other European languages ; it collects and preserves old Bengali manuscripts and objects of historical, archaeological, ethnological, scientific and literary interest and it provides a meeting ground for its members for exchange of views on matters of literary and cultural interests, maintains a growing museum and publishes a quarterly journal.

The Meteorological Observatory was established at Alipore in 1875 as a part of the Scheme for an all India

Alipore
Observatory

service drawn by Prof. H. H. Blandford of the Presidency College. The principal activities of the Observation are :—the issue of weather bulletin and storm warning by priority telegrams and wireless broadcasts, the recording of earthquakes by a seismograph, supplying time signals to the Port of Calcutta and transmitting them twice a day by wireless, testing instruments of all other observatories of the department and the like. A visit to the Observatory will be very instructive to Science teachers.

The Society was founded in 1908 by a number of prominent Mathematicians with Sir Asutosh Mookerjee

The Calcutta
Mathematical
Society.

at their head. The Society has flourished so well that in 1928 Sir Joseph Larmor called it one of the greatest sources of Mathematical knowledge in the world.

The Society's list of honorary members includes most of the greatest mathematicians in the world.

The Indian Statistical Institute was founded in 1931 "to promote the study of statistics both pure and applied and allied subjects." The Society maintains a fully equipped laboratory with up-to-date calculating machines and publishes a journal under the caption of *Sankhya*, which has been very well received by all statistical and economic journals throughout the world.

Indian
Statistical
Institute.

The Calcutta Branch of the Association which owed its origin to the enthusiasm of Miss Cornelia Sorabji and Capt. Stedman, M. C. came into being in 1920. The Association participated in the first International Congress on Mental Hygiene held at Washington in 1930 and its returns based on the questionnaire drawn up by the Congress were very much appreciated. The Association conducts a free Psychological clinic at the Carmichael Medical College Hospital under the supervision of Dr. G. S. Bose and sends out lecturers on invitation to different parts of India. It maintains a library and distributes leaflets and pamphlets for popular education.

Indian
Association
for
Mental Hygiene
(Calcutta
Branch).

The Indian Physical Society was registered on the 29th June, 1934. The Society has during its short period of existence done much useful work and enrolled as fellows almost all the prominent physicists of India.

The Indian
Physical Society

The Indian Chemical Society came into existence in

1924 chiefly through the efforts of Sir P. C. Roy, late Dr. E. R. Watson, Dr. J. N. Mukherjee, Dr. J. C. Ghosh and Dr. S. S. Bhatnagar. In honour of the 70th Birthday of Sir P. C. Roy the Society has, since 1934, been awarding a gold medal to the best research worker among the junior chemists in India.

The Indian Psychological Association was started as early as 1925. It is closely allied to the Psycho-analytical Society which came into being in 1922.

Indian
Psychological
Association.

The latter society is affiliated to the International Psycho-analytical Association and publishes the Journal of Indian Psychology which has been recognised by its elder and maturer sisters abroad.

The Society was founded in 1920. The researches carried on by the members of the Society have been published either in the form of books, bulletins or papers from time to time. The Society awards a medal for the best field work in India by a foreign scholar or outside India by an

The
Anthropological
Society,
Calcutta.

Indian Scholar.

The Society was founded in 1922 and aims at encouraging the study of the flora, fauna, Geology, and Anthropology of the province of Bengal. Membership of the Society is open to all interested in

Calcutta
Natural History
Society.

Natural History.

The Society came into being in 1820, but it was moved to its present site at Alipore in 1879.

Acri-
Horticultural
Society of
India.

The Society has been mainly responsible for the majority of plant beauty seen in Indian gardens. It has also introduced many hybrids of trees, plants and bulbs.

The Society was inaugurated on the 29th July, 1933 with a view to promote and diffuse geo-

Calcutta
Geographical
Society.

graphical knowledge and to foster a spirit of adventure and research amongst the people of the country. The Society arranges periodical lectures and conducts a biennial journal.

THE TEACHERS' ASSOCIATIONS AND WELFARE SOCIETIES

The Association was founded, and its Organ, The Teachers' Journal, was first published, in 1921. The unit of membership is a School Association of

The All-Bengal
Teachers'
Association.

teachers of a recognised high or middle school and it has 782 high schools and 124 middle schools on its roll of member-

ship. The Association has set up a Benefit Fund to help the widows and orphans of deceased teachers and conducts a Summer School of Physical Education which is recognised by the University. There are 15 Co-operative Relief Societies conducted by its branch associations in the districts and the total working capital of these societies exceeds three lakhs of rupees. The Office of the Association is at 209 Cornwallis Street.

The Association which embraces within its fold all non-government colleges in Bengal came into being in 1926. The Association meets in a conference annually and reports of its activities are published periodically.

University
and College
Teachers'
Association.

Prof. R. N. Roy of Ripon College

is its Secretary.

The first session of the All-Bengal Primary Teachers' Conference was held at Serajgunge, Pabna, in 1935, but the Association with a central organisation in Calcutta was formed only after the second conference presided over by

Primary
Teachers'
Association.

Acharya Sir P. C. Roy in 1937. Prof.

Mohitosh Roy Chowdhury, S. Radhika Prosad Banerjee and Maulavi Ahmed Hussain are respectively the President, the Secretary and the Joint Secretary of the Association.

The Saroj Nalini Dutt Memorial Association was founded in 1925 to perpetuate the life ideal

The Saroj
Nalini Dutt
Memorial
Association.

and women's welfare activities of Srimati Saroj Nalini Dutt who passed away in January 1925. It is primarily a federation

of Mahila Samitis or Women's Institutes spread throughout Bengal which are autonomous women's associations for fostering adult education, social reform, maternity and child welfare and domestic industries. It also maintains a school of domestic industries and a training school in Calcutta for the training of instructresses for the Mahila Samitis and it holds periodical exhibitions and conferences. There are about 400 Mahila Samitis in Bengal and it has

also branches in other parts of India and also in Ceylon and Burma. The Association has proved a powerful force in the cause of adult education for women and of social reform.

Its Head Quarters are situated at 60-B Mirzapore Street, Calcutta.

The Bratachari Movement originated in the researches made by Mr. Guru Saday Dutt, its Founder, between the years 1929 and 1932, into the folk dances and folk songs of Bengal and in an attempt to conserve them and to popularise their practice among the public. The movement has now developed into a system embodying an ideal and practice of citizenship based on a simultaneous physical, mental and spiritual discipline through the medium of rhythmic vows and songs expressive of a high ideal of conduct and accompanied by the practice of national and community dances. It has proved highly beneficial in developing strength and agility of body, joy of spirit, capacity and zeal for work, strength of character and enthusiasm for social service. It has already spread outside Bengal.

Its Head Quarters are situated at 12 Loudon Street, Calcutta.

The Society was started in 1930 to give facilities to the poor city children of a holiday during the two long vacations of the schools in Calcutta. Since the inauguration of the Society holiday parties have been taken to Puri Kurseong, Giridhi, and many other

The Bratachari
Movement.

The Children's
Fresh air and
Excursion
Society.

places. A new feature in the activity of the Society is to conduct educative tours in and around Calcutta. Mrs. Hemlata Mitra is the founder and Secretary of the Society.

The Students' Welfare Committee of the University of Calcutta was constituted in 1920 to pay better attention to the welfare of the student community. The

The Students' Welfare Committee. Medical Board attached to the Committee conducts medical supervision of colleges and a few high schools in Calcutta.

Arrangements have also been made by the Board for health propaganda, free supply of spectacles to poor students and for free medical treatment or X'ray and bacteriological examinations at the Infirmary attached to the Carmichael Medical College Hospital. The Committee also organises annual Inter-collegiate Gymnastic competitions and Athletic Proficiency Tests.

The offices of the Society for the Protection of Children in India are at 14 Camac street, Calcutta.

S. P. C. I. It strives to save children from all forms of corruption and exploitation. The

Society is trying to set up a hostel for temporary accommodation of the children rescued by it or by the police.

The League housed in a three-storied building of its own at 1/6 Raja Dinendra Street was founded in 1915.

Bengal Social Service League.

The main activities of the League are centred around (1) Adult Educational Movement, (2) Women's Institute, (3) Industrial Schools, (4) Slum

welfare work—Settlement House, (5) Social service training class, and (6) Rural welfare work. Sir M. N. Mookerjee is the President of the League, and Dr. D. N. Maitra its Founder Secetary.

The life of the Calcutta Corporation Teachers' Union dates properly speaking from the year 1925 i, e. just two years after the inauguration of the Corporation Calcutta Municipal Act of 1923. It was Teachers' Union on the 19th of April 1925 that a band of enthusiastic teachers with Mr. Kshitish Prosad Chattopadhyaya, the then Education Officer, as its President, ushered into being an Association called the Calcutta Corporation Teachers' Association, subsequently renamed and registered under the Trade Union Act of 1926 as the Calcutta Corporation Teacher's Union. The aims and objects of the Union are to improve the City's Education on scientific lines, to redress the grievances of the teachers, and to foster and promote goodwill and co-operation among fellow teachers.

The Society was started in the Year 1909 under the name of the "Depressed Classes Mission" by a few earnest workers of the Brahmo Sadharan Asram under the inspiration and guidance of the late Pandit Sivanath Sastri with the object of promoting the welfare of the backward sections of the people and of inserting into their minds ideas of dignity and self-respect. There being a considerable dissatisfaction with the name of Depressed Classes among the people for whose benefit the society was formed the present name of the society was adopted in 1914.

The Society for
the Improvement
of Backward
Classes.

The society has principally endeavoured to promote Primary Education among backward sections of the population of Bengal and Assam and maintains 327 Schools with 15,287 pupils, of whom 10,817 are boys and 4,470 girls. The number of Mahomedan boys and girls on the rolls are 2,212 and 447 respectively. The other activities of the Society include :—

- (a) Promotion of Vocational training at suitable centres,
- (b) Award of stipends to poor students and grants-in-aid to Schools in want.
- (c) Training of women teachers.
- (d) Establishment of public reading rooms and circulating libraries in villages,
- (e) Organisation of co-operative societies.
- (f) Formation of Boy Scout troops and organisation of lantern lectures on health, hygiene and social evils.

The Nari Siksha Samiti was founded in 1919 with the object of imparting through Bengali such education to girls and women as would make them good and helpful mothers and useful members of Society, and enable them to earn an honourable living in case of need. The Samiti at present maintains the following departments.

Nari Siksha
Samiti.

1. Vidyasagar Bani Bhawan for Hindu Widows.
2. Mahila Silpa Bhawan (Industrial School).
3. Bani Bhawan Training School.
4. Free Village Primary Schools for Girls.

The Samiti has till now been instrumental in starting 54 girls' schools in and outside Calcutta, through which have passed more than 5,500 girls. The number of girls' schools situated in rural areas under the management of the Samiti at present is 21 and the total number of pupils is 1254.

NEW DEVELOPMENTS IN EDUCATION

In pursuance of the scheme sanctioned by the Government many high and middle schools in rural areas have set up school farms and school gardens. The Government awards a monthly allowance of Rs. 10 towards the salary of the teacher trained in agriculture and a grant not exceeding Rs. 100 to cover loss on account of such farms or gardens.

A few high and middle schools have provisions for training their pupils in such industrial arts as carpentry, smithy, weaving, dyeing, leather work, umbrella making, soap making and general machine shop practice. Prominent among these schools are Cassimbazar Polytechnic Institution, Calcutta, Sriram High School, Sultanpur, Santhal M. E. School, Bhipore, and Panna Lal Seal Vidyamandir, 5/1 Olai Chandi Road, Belgachia. In the two last named institutions the 'Learn and Earn' principle in education recently voiced by Mahatma Gandhi is being tried.

The Dalton plan was tried a few years ago in the

Armanitollah High School, Dacca, and the Hindu school, Calcutta. As a result of this experiment increasing emphasis is being laid on supervised seat work and habit training. The Montessori system has been suc-

Experiment in
educational
methods

cessfully adopted in the primary department of the Bramho-Girls' school and the use of individual apparatus has been found very helpful in the teaching of Technical English in the United Missionary girls' School, Calcutta. B. Animananda who was formerly associated with Dr. Tagore conducts his 'Boys' Own Home' in Calcutta on a line in keeping with the Aryan ideal of education. In the rural school at Bhimpore experiments in the project method with a view to work out an effective curriculum have been attempted. The various educational institutions for boys and girls run by the Ramkrishna Mission are trying to combine general instruction with religious training on lines indicated in the teachings of the great Sage of Dakshineswar. At Surul an interesting experiment is being tried to devise a system of education peculiarly suited to the needs of the village children. Dr. Tagore has recently formulated a scheme for adult education and efforts are being made to give effect to it. The 'Siksha-Sangha' at Bistoopur, a missionary organisation, is the outcome of an effort to set up a cheap residential school in an open country combining the best feature of the western and the Indian ideals of education. The Ashabaree community school at Asansole is trying to bring as much of village life and customs as is practicable into the school lives of the pupils and utilise it in their education and development.

Recently the University adopted two important measures for the benefit of its alumni. On the 27th of June 1936 the University introduced Military studies as an additional subject for the intermediate and the first degree examinations. The courses provide for (1) general training, (2) weapon training and (3) collective training. Students taking up the courses must be members of the Calcutta University Training Corps and to qualify themselves for the certificate of Military studies they have to pass the practical and theoretical portions of the courses separately.

To cope with the growing problem of unemployment among graduates and others passing out of the University, steps have recently been taken to provide thirty selected youths with opportunities for training in the technicalities of trade through the help of established firms and business concerns. A monthly allowance of Rs. 30 will be paid by the University to each of the apprentices out of its own funds. The University further proposes to establish a more intimate connection between the University and the representatives of trade and commerce and has appointed a committee for the purpose. The functions of the committee are as follows :—

- (1) To select apprentices for practical training in technical and non-technical lines ;
- (2) To recommend to firms names of suitable candidates for appointment, when requested ;
- (3) To remain generally in touch with employers and to collect statistics and supply information ;

- (4) To advise students preparing for competitive examinations and if necessary to organise their training.

EXPERIMENTS AND RESEARCHES IN EDUCATION

The David Hare Training College.
and
The Demonstration School.

It will be generally conceded that experiments and researches in educational methods provide the empirical groundwork of education and also affect the work of the class-room teacher tremendously. The results so far obtained by researches in education have definitely established the place of Experimental Education as an independent subject of great practical importance to the teacher. It should, therefore, be the business of Training Colleges to provide for systematic study of the subject and facilities for research to teachers-in-training. The results of educational experiments deliver the class-room teacher from the tyranny of tradition and the caprice of the faddist. By removing him from the domination of an arbitrary authority, these results require his submission to a rational authority—to the servitude of science—one that can be questioned and whose dicta can be verified by actual experimentation. It will, thus, be seen that these results have profoundly affected the work of the class-room teacher in more ways than one.

Value of
Educational
Research.

During the year under review Prof. S. C. Chakravarty of the David Hare Training College carried out a testing programme in many schools of South and Central Calcutta and constructed a Reasoning Test in Arithmetic. Scale for testing the Reasoning capacity in Arithmetic of pupils in classes V to X. The test consists of 20 problems of different types reduced to their simplest forms and designed to test a knowledge of first principles and to prevent the mechanical manipulation of figures, once a problem is recognized as belonging to a particular type. All the problems are based upon the four fundamentals so that they may be attempted with such a measure of success as will not vitiate the scale as a test of ability suitable for all the five stages of development under consideration.

The solving of problems tests the reasoning powers of the pupil and progress in this most important aspect of arithmetical ability develops slowly. Correct reasoning can be ensured by a right method of presentation reinforced by right practice and the formation of right habits of work. But before a systematic plan can be followed for improving ability in solving problems, the teacher must know the capacity of the class in general and of the individual pupil in particular. Hence the need for the construction of a scale for measuring the ability of boys in solving problems. The scale and the method followed in its construction by Prof. Chakravarty in its various stages are described in an article entitled "Reasoning Test in Arithmetic" published in the September number of "Teaching" (Oxford Univ. Press).

Another interesting investigation originally carried out by Prof. K. D. Ghose and subsequently brought to completion by the Principal of the College, Mr. A. K.

Chanda, concerns the very difficult problem of correct English pronunciation of Bengali boys and the adoption of a scheme of notation and symbols in

Experimentation
in
Phonetics.

Phonetics. Prof. Ghose's work is an experimental study of the present position of English pronunciation of Bengali boys. It stresses the importance of the problem in the teaching of English and suggests a remedy by the introduction of a comprehensive scheme of symbols with the help of which the teacher of the subject is to develop correct speech-habits in his pupils. Mr. Chanda's study adapts the international Phonetic script, (admittedly considered to be the most widely accepted for the teaching of correct sounds, by distinguished English Phoneticians like Prof. Lloyd James and Daniel Jones,) to the needs of the Bengali boys. With this very helpful device care is taken to see that vernacular sounds do not interfere with the teaching of correct English speech sounds, because those sounds are a great handicap to the learner, tending, as they do, to form wrong associations in the child-mind.

Both these studies have revealed certain important facts which the progressive teacher of English should do well to keep in mind. The power of expression in language is a matter of *skill* rather than of *knowledge*—a power which grows by exercise and oral practice. Language cannot be separated from sound. The very



HIGH COURT

first lesson in foreign language should be devoted to initiating the pupil into the world of sounds. Indeed every word in language has a double virtue viz, that which resides in the sense and that which resounds in sound. The beginner will miss much of the charm of developing a natural language-sense if the eye is made to do duty for the ear. It is, therefore, a fundamental principle of foreign language teaching that the courses should include at all stages a certain amount of oral work. Correct pronunciation is an absolute necessity for oral practice. Hence the necessity of providing phonetic drill to enable the beginner to form right speech habits at the very outset through the help of a scheme of notation adopted by the International Phonetic Association.

Mr. K. D. Ghose carried out two other interesting experiments with success. One was a
Silent Reading Test, silent Reading Test devised by him to
test both speed in reading and comprehension. It was given to boys in various Calcutta and mofussil schools and showed how for lack of proper training, boys in the same form or class differed widely in their scoring with regard to the same material. The other experiment conducted at the Ballygunj Demonstration school was in Oral Expression in English. By such devices as orders and commands, Dumb Acting and its interpretation, dramatization of reading material, speeches of the Hummer, Mr. Ghose was able to achieve very satisfactory results in the development of considerable powers of expression in the boys. It was found

that by these methods, a boy reading in class VII could express himself in English freely and accurately with regard to the common occurrences of daily life.

At the Demonstration School a scheme of General knowledge, Supervised Study of class-library books suitable for boys at various stages of Instruction in General Knowledge, instructions, and Current News, was tried with excellent results. The real test of education is that it should enable boys to enjoy a fuller and better life by developing in them a wide range of culture and interests. The creation of the many-sided interests of youngsters is thus no small part of the school's task. It is undeniable that these three features have added an element of novelty and variety to academic work in this school and have also been very widely appreciated by parents and guardians and visiting Headmasters.

In another very interesting experiment into the degree of correlation existing between the higher mental powers and general intelligence, Mr. Intelligence and Heredity. J. Lahiri, Headmaster of the Demonstration School, employed as "subjects" boys of Government Schools in the mofussil near Calcutta situated in an industrial area and the Demonstration School. In social status the boys of the former school belonged to the lower middle-class, sons of mill-hands, tradesmen, and clerks employed in Jute and Rice mills, whereas the boys of the Demonstration School were in every case sons of men of eminence in the various services and professions. There was, thus, a great

difference of parentage and social status among the "subjects" of the two Government Schools. It was found in all the tests but three that the average performances of the boys of the Demonstration School were distinctly superior to those of the other school, the three exceptions being tests which yielded negative correlations with intelligence. The test materials used were those of the Binet Simon Intelligence Test, adapted to the Bengali boys by Dr. Michael West of the Dacca Training College and Babu Satyajiban Paul (published by the Dacca University). The conclusion, of course, was that the superior performance at intelligence tests on the part of boys of superior parentage at the Demonstration School, was inborn and was of a distinctly higher order than the achievements of boys of an average school in Bengal—a conclusion which was also supported by Prof. Chakravarty's Reasoning Tests in Arithmetic.

Several other attempts on similar lines were also made by members of the staff of the Demonstration School, notably by Mr. N. Sen Gupta, M. Sc., B. T. who determined the degree of correlation between the height and weight of pupils of the school. Too much importance should not, however, be attached to results obtained by the application of correlation formulae to determine the natural affinities existing among different school-subjects because they can be variously interpreted and may be due to the *size* of the "subjects" tested. But the application of experimental investigation to things educational in order to raise the

Correlation
between
Height
and
Weight.

value of teaching methods or the comparative importance of subjects of study as the case may be, from the plane of mere opinion to the level of scientific thought, is characteristic of the New Education and is undoubtedly fraught with immense potentialities of usefulness to all concerned in the work of education.

Department of Experimental Psychology, University of Calcutta.

Education Psychology forms a part of the regular course of Experimental Psychology. For want of an

Limitations of Studies.

experimental school attached to the department, the researches with practical bearing on education made by the department so far have been confined to laboratory studies only. A few attempts have been made by the department to go into the class rooms with testing programme, but these attempts have not yet borne any definite result.

A short account of the laboratory studies with educational implications is presented here. Most of the studies relate to the analysis of the memory process and learning. Mr. G. Pal has tried to show that the effort of reproduction in the imperfect stage of learning helps memorisation. (Influence of the Reproducing Process in Memorisation, *Indian J. Psy.* Vol. I., 1926). Mr. H. P. Maiti has given an analysis of the

The Memory Process and Learning.

errors of reproduction found in the imperfect stage of learning and has tried to show how memorisation of purely intellectual materials may be retarded by emotional factors operating during the process of learning. (An Analytical Study of the Memorisation Process, *Indian J. Psychology*, Vol. III., 1928). He has also studied the relation between intelligence and memorisation process and tried to show that in so far as the latter consists in the organisation of new impressions, it is an important aspect of intelligence, (Memory and Intelligence, *Indian J. Psychology*, Vol. VI., 1931). Mr. A. Datta has made a study of the peculiarities of drawings of the human figures as affected by age. (Drawings of Children, *Indian J. Psychology*, Vol. X., 1935). Mr. S. Sinha has made a special study of the learning of a mentally deficient child. (Learning Curve of mentally deficient child, *Indian J. Psychology*, Vol. XI., 1936). Mr. S. Bose has tried to show that accuracy of observation is highly correlated with memory capacity and pointed out that mentally defective children are markedly deficient in both. (Correlation between memory and accuracy of observation, *Science and Culture*, 1937).

Experiments in mental testing have been made from time to time by individual members of the staff of the department and recently by the department itself through a special research scholar. Mr. Maiti has reported application and adaptation of the Stanford Mental Test to a group of college students. (A report on the Application of the Stanford Adult Tests to a Group of College Students, *Indian J. Psychology*, Vol. I. 1926).

Group Testing
of
Intelligence.

Teachers' Training Department, University of Calcutta

Mr. A. N. Basu carried out some original investigations in the field of the history of education in India in its recent period and has contributed a number of valuable papers on "Hundred years of Western Education in India", "Women's Education in India in the 19th & 20th centuries" and so on. As the Secretary of the Adult Education Association, Bengal, he has also been doing some useful work in this direction.

Dr. S. P. Chatterjee conducted during the current year some researches on (i) The shifting of population-centres in Bengal, (ii) Geographical interpretation of the distribution of population in typical districts in India—Nadia and Tinnevely, and (iii) Natural Regions in India. For the first, geographical factors leading to the development of a number of towns at the expense of old towns have been studied, and as regards Natural Regions in India, the classification is based on the character of the forest flora, surface relief and climate.

Mr. K. K. Mookerjee carried out a series of interesting experiments in the teaching of English pronunciation to Bengali children in some of the practising schools of this department. The results of his investigations have recently been embodied in a useful publication, 'A Hand-book of English Pronunciation,' written by Mr. Mookerjee in collaboration with Mr. U. P. Trivedy. Mr. Mookerjee

advocates the use of the International Phonetic Alphabet for the correct representation of sounds. He has prepared some interesting charts and they have been put in the section on 'Material Aids to Teaching' in the Exhibition at City College.

Another interesting work undertaken by Mr. Mookerjee is an investigation into the reliability of the present examination system and the utility of the

Intelligence Tests	Modern Intelligence and Attainment Tests.
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Teachers' Training College, Dacca

A list of investigations carried out in the College is given below :

1. The building up of graded vocabulary in English for boys of classes III-IV and Bengali for boys of classes I-IV.
2. Statistical studies of Examination marks and comparison of the results of the new and the old type of examination.
3. Construction of a scale for measuring Handwriting in Primary Schools (both for boys and for girls).
4. English words known to Bengali children of ages 8-10 who have not yet begun the study of English.
5. Common errors in English Composition—their causes and remedies.
6. Common errors in Bengali spelling.

7. Correlation between admission test and the final B. T. Examination results.

8. A comparative study of the subjective and objective marking in Essay type of examination.

9. The Tests of the Stanford Revision of the Binet-Simon Intelligence Scale adapted for use with Bengali boys and translated into the Bengali language.

10. Word Frequency in Bengali and its relation to the teaching of Reading.

11. Will-Temperament Tests.

12. English Pronunciation of Bengali children.

13. Silent Reading in English and in Bengali.

14. The Sign Language of Deaf Mutes.

Experiments in Physical Education

To a very large extent the whole subject of physical education in Bengal during the past few years has been experimental. There are a number of indigenous activities of very great value in physical education, but the variety of these is not great enough to enable a comprehensive scheme of training for all ages from the Primary stage to the end of college life to be built up on them alone.

On the other hand, great as is the variety of physical activities developed in other countries, these cannot be transferred *enbloc* to Bengal, and foisted upon the country as a complete and scientific scheme of physical education.

The first and most important reason against this is that no scheme is complete which does not take into account the natural and traditional reactions of the students as expressed in the indigenous activities of their country. Secondly, many foreign forms of physical exercise require expensive apparatus and generous space, and they are, therefore, unsuitable for a country where economic problems are much to the fore. Lastly, forms of exercise that are suited to the physique and mentality of Swedish, English, or American boys and girls are not necessarily suited to the youth of Bengal, although modification may make them so.

Most countries where physical education has been developing for a long period of years can show a record of investigation into the scientific aspects of exercise, dealt with from the physiological or anatomical point of view. Bengal cannot yet do so, simply because the factors of primary importance in the early stages are not physiology or anatomy but psychology and economics. Stated simply, it may be said that a suitable scheme for Bengal is one that is attractive, enjoyable, and economically possible.

Keeping these points in view, the following experiments have been conducted in methods of introducing physical education.

- (a) Indigenous activities such as dons, baithaks and other free-hand exercises, lathi play, wrestling, and small area games (Kapati, Dariabandha, Golla chut, Hindusthan Ball, Kho-Kho, etc.) have been carefully studied with a

Indigenous
Activities.

view to their application to work with classes, all boys practising simultaneously. Folk dances have been developed by the Bratachari Society, and included in the Education Department syllabus of Physical Training for schools, and every effort has been made to assist the Society to extend its work through the medium of trained teachers.

(b) Most of the methods of physical exercise in vogue in Europe and America have been tried out from time to time, some have been discarded, some considerably modified, and some found suitable without adaptation. Examples of these activities are apparatus gymnastics, swimming and water polo, athletics, major games, minor games, boxing, and Jiu-Jitsu, camping, etc.

Adaptation of Imported activities.

(c) The organisation of these activities through a team work in classes has been extended to the "House System" of organisation, which, starting in Bengal purely as a method of arranging games competitions, is now recognised by many schools as an admirable method of stimulating both academic and moral education. Lately, the application of the "House System" to daily assembly of the whole school in the compound, with House-masters in charge, addresses by the headmaster, posture exercises in mass formation, and marching to class rooms in an orderly and disciplined manner, has been tried out with great success.

Team Work and The House System.

(d) The chain team-system, house-system, daily

assembly has led to a further interesting experiment in the development of school bands. Bamboo pipes and flutes, with drums of indigenous type, have been used with great success in one or two centres, all the music, of course, being Bengali.

(e) Economic factors have been taken into account in three main particulars. Since School funds do not generally permit of the creation of a special post for a physical instructor, only graduate teachers have been trained at the Government Training Centre in Physical Education, and schools have been advised to appoint them with the combined duties of academic teaching and physical training. Secondly, owing to shortage of space for major games special attention has been devoted to such activities as minor games, gymnastics, and other exercises suitable for small spaces, and it is now possible to arrange an effective programme of physical training for a school of 250 boys on a space not exceeding one bigha. Lastly, as regards apparatus for gymnastics, athletics, and games, the use of bamboo, a much neglected, cheap, and very valuable material, has been tried out with success. Vaulting apparatus, horizontal and parallel bars, diving platforms, jumping stands, hurdles, and a variety of other apparatus has been made by unskilled hands (teachers and students) and has been used regularly over lengthy periods.

(f) Given a scheme of work that satisfies psycholo-

gical and economic requirements,, the next step is to provide incentives. Interest will do much, but not everything, to hold the attention of students throughout their school life. In schools experiments in physical tests were carried on until it was found possible to draw up standards that ought to be attained by boys at various stages in their growth. Government certificates for the higher standard and school certificates for the lower are available, and the desirability of making these tests compulsory in all schools is now being considered.

So much for physical education in its narrowest sense. The wider aspect has also received attention. Much experimental work has been done, and data gathered, by medical officers of the Education Department working in Calcutta Schools—enough to indicate the best line of action when it is found possible to extend the work over the whole province. The tiffin question also has been the subject of experiment in all the Government Schools of the province, where a compulsory tiffin fee of As /4/- per month is imposed. Enough knowledge and experience has now been gained of tiffin supply methods to provide other schools with full information when they recognise the urgency of such a scheme and the valuable results to be obtained at small cost.

In none of these aspects of physical education (exercise, medical supervision, or tiffin supply) has any attempt been made at standardisation. Much remains to

be done before it can be said that this province has developed a "Bengal System" of Physical Education. But this aim will, no doubt, be achieved after a further period of elasticity and experimental work.

TRADE AND INDUSTRY.

Although Calcutta's Industrial and Commercial position is a matter of recent history, there are ample evidences to show that the Lower Gangetic valley had a brisk trade with foreign countries from very early times. The Periphus of the Erythrean sea, a Greek text of the first century A. D. records—"There is a river.....called the Ganges and it rises and falls in the same way as the Nile. On its bank is a market town which has the same name as the river Ganges. Through this place are brought malabathrum, and Gangetic spikenard and pearls; and muslino of the finest sorts, which are called Gangetic." Early History. According to Vasco da Gama 'Benguala' could export very valuable cotton goods. The Moghuls called Bengal the 'Paradise of India' and there are references in Chinese literature to vessels regularly sailing to and from the port of the Tamralipti. In the palmiest days of the Portuguese Manrique (1628) found 100ships annually laden in the ports of Bengal to export such commodities as rice, butter, oil and wax.

The industrial revolution of England towards the end

of the 18th century directly affected the handloom industry of Bengal. There were other causes for the decline of the cotton industry. In 1786 export of cotton yarn to England was stopped by legislation. The company did not take any step to protect the national industry. On the other hand its monopolistic dealings with the weavers caused great oppression on them.

Calcutta is now the greatest business centre in India. In an industrial and economic sense, Calcutta has grown to be more or less synonymous with Jute Industry. which is grown throughout the low lying lands of the province and it is the only part of the world where it is cultivated. Some of it is exported to Dundee and a lesser quantity to the continent of Europe. By far the largest quantity, however, finds its way to the jute mills on either bank of the river where the fibre is converted into 'burlap' or packing material of two main kinds which are, in the jargon of the trade, known as 'Gunnies' and 'Hessians'. All branches of the Jute industry are highly speculative and are therefore very attractive to the Indian Commercial community.

Ranking second to Jute, but of considerably less importance, is the tea industry of Bengal. Tea may be said to have risen Phoenix like from the ashes of the old indigo planting, which the advent of the synthetic dyes prepared by the German chemists killed with considerable speed and effect. There is a growing number of Indian owned

and managed tea gardens. Since 1930 there has been a general depression, and both the Jute industry and the tea trade have suffered considerably. But Calcutta still continues to be the nerve centre of these two great industries which contribute in no small measure to the economic prosperity of the city.

A great deal of the industrial development of Calcutta is due to its being situated right on the fringe of the most productive mineral dposit in India.

Mineral Wealth. The Raneegunge and Jharia coal belts and the iron deposits of Singbhoom play a large part in the industrial and economic life of the city.

The first impetus to the development of native industry was given by the National Movement following the partition of Bengal in 1905. From that time on organised efforts have been made to make the people economically independent. On account of this movement a large number of mills and factories particularly in relation to the manufacture of cotton goods, drugs and chemical and bio-chemical products have sprung up. The principal concerns among these are the Banga Luxmi Cotton Mills Ltd. at Serampore, The Basanti Cotton Mills on the Barrackpore Trunk Road, The Bengal Chemical and Pharmaceutical works Ltd. at Manicktolla and Panihati, The Bengal Immunity Ltd. at Baranagore, National Soap and Chemical Works Ltd., The Lister Antiseptics and Dressings Company at Dum-Dum, The Bharat Glass

**Revival of
Industry.**

Works at Belghuria, and The Britania Biscuit, Co. Ltd. at Dum-Dum. All these are well worth a visit.

The film industry started with the exhibition side owes much to the late Mr. J F. Madan. There are now over 16 studios in Calcutta and they are all situated in and about Tollygunge
Film Industry in Bengal. The industry is still in its infancy but if the present rate of progress continues it will not be long before its products reach the American standard of excellence.



EDEN GARDEN

APPENDICES

I

Number of Workers in the Various Industries
in Bengal

I. Textiles	34,313
II. Hide, skins	211
III. Metals	4,104
IV. Wood	12,863
V. Ceramics	1,692
VI. Chemical products	1,535
VII. Food Industries	9,495
VIII. Dress & Toilet	31,951
IX. Furniture	1,423
X. Building Industries	14,024
XI. Transport Construction	1,146
XII. Heat, light, electricity	2,688
XIII. Misc. Industries	24,003
Total	<hr/> 1,39,448

II

Number of Factories In and Near Calcutta.

Cotton Mills	15
Hosiery	12
Jute	94
Silk	2
Wool	1
Textile (Misc)	1
Match	16
Leather & Tannery	8
Glass	8
Soap	6
Tobacco	4
Biscuits	7
Rice	193
Oil Mills	59
Lac	7
Paper & Board	4
Total	<hr/> 437

III

Total Trade of The Principal Ports In Lakhs of Rupees

	Pre-war Average	War Average	1928-29	1929-30
Calcutta	1,59,78	1,62,50	2,60,22	2,40,23
Bombay	1,45,45	1,58,37	2,22,91	2,11,73
Rangoon	48,96	51,54	90,77	94,19
Karachi	47,87	46,88	74,46	66,47

IV

Calcutta's Imports and Exports

	Pre-war Average	War Average	1928-29	1929-30	1935-36
Imports	64,78	67,80	1,07,63	99,81	1,34,37
Exports	95,00	94,70	1,52,59	1,40,42	1,64,25

V

Export of Jute Manufacture In Thousands of Rupees

1925-26	96,78,55
1928-20	89,25,41
1931-32	33,11,15
1934-35	33,11,24
1935-36	37,19,71
1936-37	42,71,47

PLACES OF INTEREST IN AND AROUND CALCUTTA

The Indian Museum is an offspring of the Asiatic Society and owes its birth to Dr. Nathaniel Wallich, a Danish Botanist who vigorously advocated the necessity of an institution of the kind as early as 1814. A start was made and the Society began to collect exhibits but the Society's collections did not find a permanent habitation until the Museum Act was passed in 1865. The Museum consists of five sections : the Aechaeological Section, the Art, the Geological, the Industrial and the Zoological section. Some of the interesting exhibits are the antiquities from Mohenjo Daro, the Monolethic columns of Asoka, two historic jewels which formed a part of the loot of Nadir Sha, a white Muslin Chapkan said to have been worn by Aurungzeb, the State Council throne of king Thibaw, two petrified trees believed to be two hundred million years old, and the skulls and limb-bones of Sivapithecus —the missing link.

The Victoria Memorial with its exterior of polished marble and ornamental groups of statuary designed in Italy takes its place as one of the great building of the modern world. The figure of victory which surmounts the dome is 16 ft. high and the building from the ground level to the base of the figure is 182 ft. The Hall contains many

The Indian
Museum.

Victoria
Memorial

interesting exhibits which should not be missed. Some of these are Verestchagin's mailerpiece depicting the state entry of king Edward VII, when Prince of Wales, into Jaipur in the Royal Gallery, the stone throne or the Masnad of the Nawab-Nazim of Bengal in the Durbar Hall (which by the way is the finest hall in the building) the portrait of Mrs. Hastings by Zoffany in the Picture Gallery on the first floor, Daniell's prints of old Calcutta in the Calcutta Gallery, the original indictment of Nand Coomar for forgery of bond which is also in view in original in the annexe to the picture gallery. A tour of the Gallery round the interior of the dome should be made to view the mural paintings.

The Imperial Library grew out of the Calcutta Public Library established in 1835. Although it is the largest library in India it is still very small compared with, say, the library of the University of Tokyo. The Library is strongest in the class of books and pamphlets dealing with India. Its catalogues form a body of bibliographic material of great value.

The Government House was built in 1803. It consists of a central block containing the Durbar chamber and the ball rooms and four wings which may be considered as distinct houses. The main attraction in the Government House lies in its collection of portraits of Governor-Generals of India. The design of the building is of the Kedleston Hall, the ancestral seat of the late Lord Curzon.

The Town Hall situated on the west of the Government House is in the Doric Style. It contains an excellent collection of portraits and statues. The Legislative Assembly Hall is right in front of it.

The
Town Hall

A little to the west of the Town Hall stands the High Court which is an imposing building in Gothic style. Completed in 1872 the building occupies the site of the old Supreme Court and resembles the Town Hall of Ypres.

The
High Court.

It stands retired from the road at the corner of Council House street. In the Churchyard will be found an octagonal structure with a double dome which shelters the bodies of Job Charnock and his Indian wife and is perhaps the oldest piece of masonry in Calcutta.

St. Johns
Church.

Hasting's Town House is situated in Hasting's Street opposite of St. John's Church and is now occupied by Messrs. Geo. Miller & Co. It was here that the great pro-consul worked and entertained for many years. Hasting's Country house is at Alipur while that of Clive is on the Dum-Dum Road.

Hasting's
Town House.

Completed in 1869 the General Post-Office occupies part of the site of the old Fort of Calcutta. Further North the Writer's Buildings occupy the whole length of the Northern side of Dalhousie Square. On the North-west Corner of the Square is the Holwel Monument.

The General
Post-Office.

It was built in 1815 on the site of the old Court House in which the famous trials of Raja Nundcoomar and Philip Francis, a distinguished member of the Council were conducted, The church stands on the North-East corner of Dalhousie square.

St. Andrew's
Church.

The Church of St. Anne erected in 1709 was the frist church of the Settlement. It was, however, completely destroyed in the Seige of 1766 and on its site now stands the Octagon on the West end of Writer's Buildings.

St. Anne's
Church.

The Silver and the Copper Mints are situated in the Strand Road. The Central portico is a copy of the temple of Minerva. The Mint can stamp off 20,000,000 rupees everyday, if necessaay.

The Mint.

The Marble Palace in Muktaram Babu Street, Chore-Bagan contains the richest collection of works of art in the whole of India and has justly merited its title of the 'Burlington House of the East.' Among the pictures which decorate the walls upstairs there are two genuine Roubens and one by Sir Joshua Reynolds. The palace is open to the public through the courtesy of Kumar Brojendra Mullick and a visit to it should not be missed. The founder of the palace was Raja Rrajendra Mullick Bahadur who died in 1887.

It is an imposing pavilion on the strand Road erected in 1846, in memory of James Prinsep Deputy Master

The Marble
Palace.

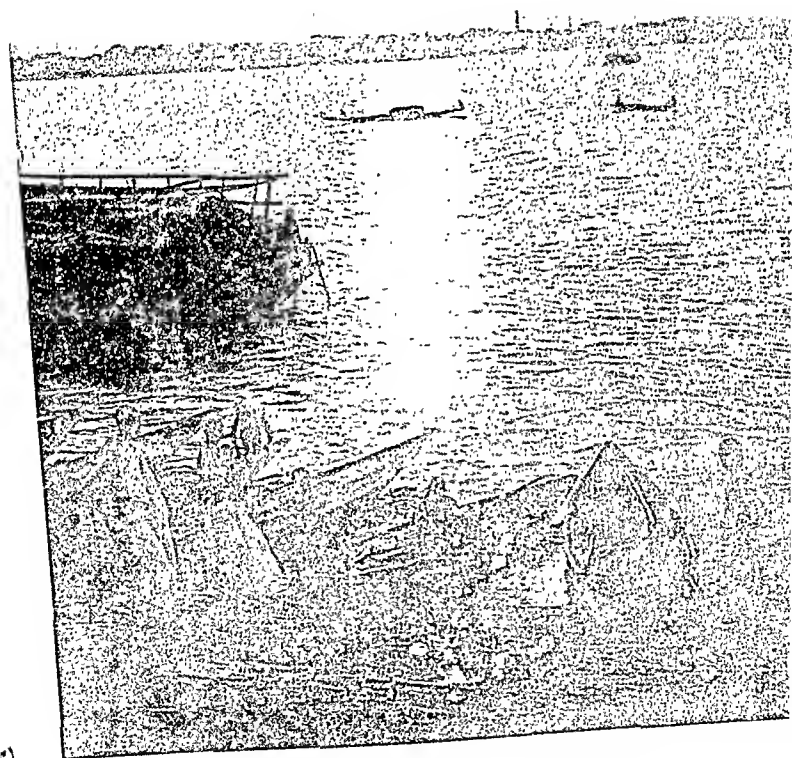
of the Mint. Facing it is the monument to Napier
 Prinseps Ghat of Magalala while the Gualior Monument
 on the river bank a little to the North
 erected in 1843 has its dome and pillars made from the
 64 guns captured in the the Gwalior Campaign.

The Calcutta Commercial Museum in College Street
 exhibits samples of all manufactured products of the
 country and runs a Commercial Library
 Commercial Museum. and Free Reading Room. Over 100 foreign
 magazines, books of reference on commer-
 cial matters and all statistical and year books are
 available.

The Reservoir Tank at Tala is the second largest of
 its kind in the world. It is a steel tank
 The Reservoir Tank. 16 feet deep and has an area of 321 feet
 square supported on steel columns.
 The tank has a capacity of 9 millions and the height of
 its top from the ground level is 110 feet.

It stands on the Maidan near Chowringhee and was
 erected in 1828 in honour of Sir David
 The Ochtorlony Monument. Ochtorlony's victory over Nepal. It is
 a fine column, 152 feet in height.

The Calcutta Maidan contains a large number of
 statues and Monuments erected in memory of historical
 personages. At the extreme southern
 Monuments on the Maidan. end of the Maidan near the Ganges is the
 Lascar Memorial while at its Nothern
 end is the cenotaph, one commemorating the lascars of



A RIVER SCENE

Bengal and Assam and the other the European residents of Calcutta who fell in the Great War.

The Vice-roy's house formerly known as A Belvedere is a magnificent building in Alipur near the Zoological Gardens. It originally belonged to Major Tolly, the famous constructor of Tolly's Nalla. On its west is the duel avenue where under the shade of two banian trees Warren Hastings and Sir Philip Francis fought their famous duel.

The Zoological Gardens at Alipore are well worth a visit. The Gardens were opened to the public in 1876.

Nearly 34 percent of all imports and 40 per cent of total exports pass through the port of Calcutta which is one of the largest shipping centres in the world. The port extends from Konnagar 9 miles above to Budge-Budge 16 miles below Calcutta. The Garden Reach jetties built on modern lines and the king George's Dock which is reported to be the largest dock undertaking in the world are well worth a visit. The Outram Ghat to the West of the Eden Gardens commands a good view of the river from Kidderpore to Howrah Bridge.

Dr. S. C. Law's Aviaries located within the precincts of Law Villa on the Barrackpur Trunk Road harbour an immense collection of birds representing the rich and

varied air-fauna of India and to some extent of other regions.

Calcutta possesses a large number of churches and temples. Of the churches the cathedral near the southern end of Chowringhee is the finest while the Portuguese Church in Murgihatta is perhaps the oldest. The New Synagogue in Canning Street is the handsomest Jewish place of worship in Calcutta. The Parsi Fire Temple at Ezra Street, the Jain Temples off Circular Road beyond Sealdah Station, the Buddhist Vihara on College Square, and the Kalighat temple attract many visitors to Calcutta.

It is a lofty temple which combines many features of ancient Indian architecture and is situated on the Shanagar Road, North of the Burning Ghat. Desbandhu's House on the Russa Road is now a Maternity Hospital known as Seva-Sadan.

The famous monastery of Belur founded in 1899 by Swami Vivekananda stands on the right bank of the Ganges about six miles North of Calcutta while the temple garden of Dakshmineswar where Sri Ramkrishna Paramhansa, the saint, realised God is on the left bank ten miles above Calcutta. Both the places can be reached by bus. Near Dakshwinswar is the recently constructed Bally Bridge "a triumph of engineering skill and a source of wonder to all who see it,"

The Dhakuria Lakes were excavated by the Calcutta Improvement Trust and can be easily reached by Tram or Bus. In addition to several rowing clubs a yachting and a swimming club on their banks there is on the South-Eastern extremity a Buddhist Temple which is well worth a visit.

Those who delight in archaeological finds and desire to have glimpses of ancient Bengal will have to visit places a good deal farther away than those hitherto mentioned. The most frequented of these places of historical interest are Gaur and Pandua in and around the district headquarters of Maldah, Paharpur, three miles off from Jamalgunge on the Siliguri line and Mahasthan Garh, about eight miles to the North of Bogra. All these places are easy of access from the nearest railway station and can be reached after a night's journey on the Eastern Bengal Railway. A wealth of information about them can be had from the excellent handbills and pamphlets available at all the railway offices in the city.

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(English, Bengali & Hindi Sounds Compared)

BY

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Gold Medallist

Lecturer, Calcutta University

&

U. P. Trivedy, B.A., B.L., Kavya-Smriti Tirtha,
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Sight-Seeing.

Victoria Memorial—Open everyday (excluding Mon-
(off Chowringhee Rd) day) from 10 A. M. to 5 P. M.
On Fridays there is a charge of 8 as
which admits to the whole build-
ing. On other days entrance is
free but a charge of 4 as is made to
view a part of the collections.

The Indian Museum—Open daily from 10 to 5, but on
(Chowringhee Rd). Tuesday it is open from 12 noon
and on Fridays there is a charge
of 4 as per head,

The Marble Pylace—Open daily from 10 A. M. to 5
(Muktaram Babu St. P. M.
off Central Avenue,

The Join Temples—Open daily from '6 A. M. to 11
(Badredas Temple St. A. M. and from 4 P. M. to 8 P. M.
off Lower Circular Rd).

The Ochtorlony

Monument—The keys are with the Commis-
(Maidan). sioner of Police and can be obtained
on application.

Imperial Library—Open from 10 A. M. to 7 P. M.
(Esplanade East). everyday except on gazetted holi-
days when it is open from 10 A. M.
to 5 P. M. On Sundays it remains
open from 2 P. M. to 5 P. M.

The Zoological

Gardens—Open daily from Sunrise to Sunset.
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Cinemas**Mainly English :—**

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 New Empire—Humayun Place.

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Chitra—83, Cornwallis Street.
 Sree—138. „
 Uttarra—138/1 „
 Rupabani—76/3 „

Chhaya—Upper Circular Road (Near Maniktola Market).

Chhabighar—10, Harrison Road.
Purna Theatre—Russa Road South,
Bijoli—6, Russa Road South.

Mainly Hindi :—

Bharat Lakshmi—Central Avenue.
Paradise—Chowringhee Square.
New Cinema—171, Dharamtalla Street.

Theatres

Minerva Theatre (Bengali)—6, Beadon Street.
Natya Niketan (")—2, Raja Rajkission Street.
Corinthian Theatre (Hindi)—5, Dharamtolla Street.
Naba Natya Niketan (Bengali)—79-3-3 Cornwallis St.
Rung Mahal (Bengali)—76-1, Cornwallis Street.
Madan Theatre (Hindi)—136, Surendra Nath
Banerjee Street.

NEWS PAPERS—Dailies

English :—

Advance—74, Dharamtollah Street.
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Bengali :—

- Bharat-Barsa—Cornwallis St.
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Hotel Majestic—Madan St.

Hotel Cecil—College Street.

Madras Boarding House—76, Rashbehari Avenue.

K. C. Dass's Restaurant—Esplanade East.

The Punjab Hindu Hotel—144, Harrission Road.

Shopping Centres

Sir Stewart Hogg Market—Lindsay Street.

Chandni Chawk—Dharamtollah Street.

Chore Bazar (Second hand market)—Junction of
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Banks

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Benares Bank—31, Burtollah Street.

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 Grindlay & Co.—6, Church Lane.
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„	„ 51 Banstolla Street.
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„ 4A	„ „ Dalhousi Square.
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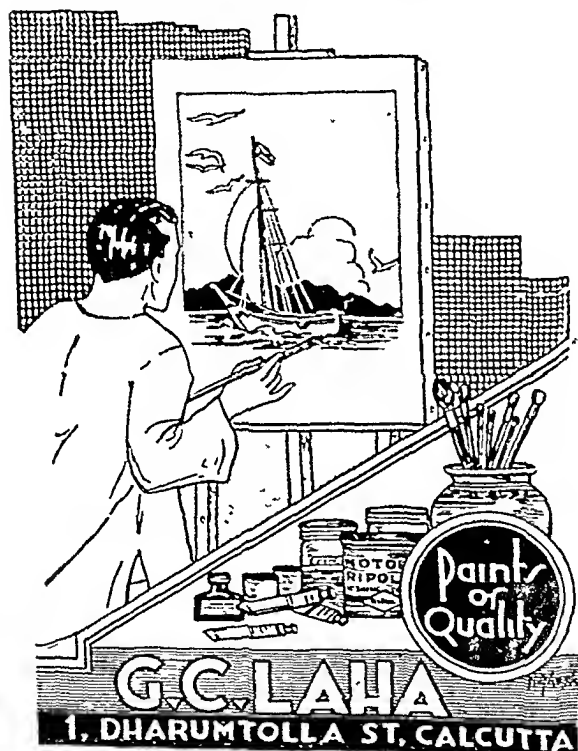
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